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ABSTRACT

The Occupational Therapy Independent Living Skills (Transition) Program was established to serve students with severe behavioral, learning, and physical disabilities and to serve as a setting for occupational therapist training in transition programming. This manual describes this model pupil personnel training program, which prepares occupational therapy students to enter high school-based service in the area of transition. Section I presents justification for the establishment of occupational therapy independent living skills transition programs and describes the role for which occupational therapists need to be trained in such programs. Section II delineates the didactic and practical educational experiences that constitute the model training program. Section III presents the findings of an extensive needs assessment used to guide the design of the model independent living skills training center program. The establishment of the model for provision of high school transition services is outlined in Section IV, including student assessments, curricular content, method of instruction, parent groups, and interagency networking. Appendices include needs assessments; sample reports; potential individualized education program goals; lesson plans; parent meeting agendas; sample newsletters; and student, parent, and teacher satisfaction questionnaires. (JDD)

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# MODEL PROGRAM AND GUIDELINES FOR OCCUPATIONAL THERAPIST TRAINING IN DELIVERY OF HIGH SCHOOL-BASED TRANSITION SERVICES FOR STUDENTS WITH DISABILITIES

Edited by

Jeanne Jackson, M.A., OTR

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Florence Clark, Ph.D., OTR, FAOTA, Project Director.
and
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## DEDICATION

To our dear Gerald Sharrott, M.A., OTR
whose ideas shaped the philosophy
and goals of this project.

## ACKNOWLEDGMENTS

The Editor and contributers to this manual wish to acknowledge those who have contributed to and supported this project. Elizabeth J. Yerxa, Professor and Chairperson of the USC Department of Occupational Therapy, was key in inspiring the original design of the grant. Dr. David Steinle, Assistant Superintendent of the Anaheim Union High School was central in enabling us to implement many elements of the program at Savanna High School. Patrick Campbell, who in the first two years of the project was the Administrator of the Greater Anaheim Special Education Local Program Agency (GASELPA) and is now California State Special Education Director, was also a consistent support. Richard Everhart, Director of Special Youth Services, and Dawn Walsh, current Administrator of the GASELPA, deserve a special acknowledgment for locating funding through which this project could be continued when federal funding was terminated. Finally, we wish to express our gratitude to William Wong, Principal of Savanna, for his support of the project.

Whenever one completes a project of this magnitude, certain individuals stand out for their contributions that go far beyond expectations. We wish to thank Julie Bissell, M.A., OTR, Coordinator of Occupational Therapy Services for the Anaheim City School System, for her assiduous attention to the details of this project and wise council, and Wendy Mack, M.A., OTR for her statistiical consultation and data management on every aspect of this projecct. Lastly our deepest appreciation goes to Marian and Jim Karsjens for their creativity and precision in preparing the technical aspects of this manual.

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# PREFACE

In a collaborative effort between the University of Southern California Department of Occupational Therapy and the Anaheim Union High School District, a 3-year pupil personnel training grant was awarded from the U.S. Office of Special Education and Rehabilitative Services (OSERS) to Florence Clark, Ph.D., OTR, and Gerald Sharrott, M.A., OTR, of USC. The project, which emanated from this grant and serves as a national model, accomplished two goals. First, it established a national model training program through which occupational therapists can be prepared to enter high school-based service in the role of experts in transition programming. Second, as a consequence of the need for a training setting in which trainees could master competencies, the project provided direction for developing and implementing independent living skills transition programs for high school students with severe disabilities on high school campuses.

Savanna High School in Anaheim, Orange County, California, was selected as the setting for specially designed practica associated with the training program because it serves the largest number of students with disabilities in the district: 120 students with severe disabilities are mainstreamed among 1,700 students without disabilities. The Occupational Therapy Independent Living Skills Transition (OT-ILST) Center, established through grant support, was available to 60 high school students, in self-contained classrooms, with behavioral, learning, and physical disabilities. In this setting, as occupational therapy trainees mastered competencies needed for school-based service, they also provided services to the pupils as they honed their skills. In May 1987, federal funding terminated, but the training program is continuing through the support of the Anaheim Union High School District and the Greater Anaheim Special Education Local Program Agency (GASELPA).

As part of the dissemination phase of the grant, this manual entitled *Model Program and Guidelines for Occupational Therapist Training in Delivery of High School-Based Transition Services for Students with Disabilities* has been produced. It describes the model pupil personnel training program that prepared and continues to prepare occupational therapy students to enter high school-based service in the area of transition. The design of the Occupational Therapy Independent Living Skills (Transition) Program that serves simultaneously as an occupational therapist training as well as a service setting for pupils with disability, with its assessment, program, and evaluation components, is presented in substantial detail to enable others to replicate it. Section I presents justification for the establishment of occupational therapy independent living skills transition programs and describes the role for which occupational therapists need to be trained in such programs. Section II delineates the components of the model occupational therapy pupil personnel training program. In Section III the findings of an extensive needs assessment used to guide the design of the Occupational Therapy Independent Living Skills (Transition) Program are presented. The elements of the Independent Living Skills (Transition) Program including assessments, content, and method of instruction are outlined in Section IV.

# BACKGROUND AND RATIONALE FOR NEED FOR OCCUPATIONAL THERAPY TRANSITION PUPIL PERSONNEL TRAINING PROGRAM FOR HIGH SCHOOL STUDENTS WITH SEVERE DISABILITIES


- Florence Clark
- Jeanne Jackson
- Vickie Pennington


## Transition: An Historical Perspective

A shift in national policy regarding the education of handicapped children has occurred in the last 15 years. In 1974, the final federal standards guaranteeing the right to education in the least restrictive environment for all handicapped children was signed into law as PL 94-142 (U.S. Office of Education, 1974). Under the assumption that primary education in the least restrictive environment promotes successful participation in community living as an adult, PL 94-142 was the initial attempt to address the issue of transition.

Despite the consistent efforts of school personnel to enact this law, statistics as late as 1982 indicated that states were not in compliance (Reynolds, 1984). In particular, students attending junior and senior high school were reported as the most neglected population. Statistics indicated that only 29% of the students in special education were in grades 7 through 12 and that students in secondary education were less likely to receive adaptive physical education and related services (U.S. Department of Education, 1982). Compounding the problem are the employment statistics reported by the U.S. Bureau of Census Report in 1982. Fifty to 80% of adults with disabilities were reported to be unemployed. Even those individuals who had participated in supported vocational programs found themselves underpaid and isolated (Will, 1985). These statistics strongly pointed to the flaws in the educational system such that the majority of high school students with disabilities were not being served and too many who were being served were not meeting the desired outcome--transition to productive and satisfying community living.

Realizing that the needs of adolescents with disabilities were not being met, the U.S. Office of Special Education and Rehabilitative Services (OSERS) charted a new direction for special education services. A national priority toward the development and implementation of programs that facilitate the transition of high school students in special education from school to work was established (Will, 1985). In 1984 monies were earmarked for research, training, and demonstration projects that would address the transition of adolescents from high school to independent living.

Transition was defined as "an outcome-oriented process encompassing a broad array of services and experiences that lead to employment" (Will, 1985, p. 14). This policy statement set forth by OSERS to guide the direction of transition projects placed a strong emphasis on employment as the index of successful transition. However, this policy has been criticized for its narrow perspective, arguing that meaningful transition should not focus on a single dimension of adult life but rather include a multifaceted approach (Halpern, 1985). Halpern's criticism is based on studies which examined successful community adjustment in individuals with mental retardation living semi-independently in the community. Results suggested that success in one area of community adjustment, that is, work, did not necessarily relate to success in other areas, that is, residential living. Thus, Halpern concluded that programming aimed at only one facet of community adjustment was unlikely to facilitate skill development in the other areas. Halpern (1985), along with other leaders in the transition movement, endorses a broader view of transition, defining it as the process through which students are prepared to reside in the least restrictive environment suitable to their abilities, and actively participate in a social-leisure network as well as engage in employment. Transition programming at the Occupational Therapy Independent Living Skills Transition (OT-ILST) Center also reflects this broad perspective of community adjustment. Equal emphasis is placed on the development of social, vocational, and leisure skills to prepare adolescents with disabilities to cope with all dimensions of community living.

## Occupational Therapy's Focus on Independent Living: Roots of the Pupil Personnel Training Program

Occupational therapy expertise in transition is grounded in its 70-year history of preparing individuals with disabilities in prevocational, daily

living, and social skills necessary to live within their environment (Mack, Pennington & Clark, 1987). At the turn of the century, occupational therapists were central in the transition of patients with mental illness from locked wards and restraints to cottages and institutions. Patient participation in a balanced regime of daily activities including work, rest, and leisure under the guidance of occupational therapists promoted healthy behavior in these patients (Meyers, 1977). These programs and philosophies were the seeds of occupational therapy's concern with enabling individuals to reside in the least restrictive environment.

Following World War II, occupational therapists were instrumental in adapting work sites and assisting veterans to learn new vocational skills, thus enabling these men to resume their role as contributing members of society. The social political movement toward deinstitutionalization of persons with mental illness in the 1970s brought another challenge to the occupational therapy profession. Again the profession's focus was on providing the training required for individuals with mental illness to reside within a community and abide by the social rules of the residential home as well as the neighborhood. Although employment was not the final goal in this situation, the development of daily living skills and social community awareness skills were certainly critical outcomes. Most recently, occupational therapy's involvement in centers for independent living, community-based transitional homes, and community colleges has emerged. Awarded two grants by the Rehabilitation Services Administration entitled "Occupational Therapy Students Training for Comprehensive Community-Based Independent Living Skills Development," and "Occupational Therapy for Community Skills," the University of Southern California Department of Occupational Therapy began to position therapists in community- based independent living skills training programs. The goal of the first project was to teach independent living skills to individuals with physical disabilities within the home site. The second project created a college-based transition program at Santa Monica College in Santa Monica, California, again to prepare individuals with disabilities to live successfully within their own community both contributing to and benefiting from society.

In summary, occupational therapy has addressed the issues of transition since the inception of this profession. Whether the setting be hospital, work, community, or school, occupational therapists have focused their concern on preparing individuals with disabilities to live productive and fulfilling lives.

Although occupational therapy has historically dealt with the issue of transition, only in the past 20 years has its role in the school system expanded. Initially, occupational therapists were employed solely in the special education classroom for children with orthopedic disabilities (Gilfoyle & Hays, 1981). By 1960, service had broadened to include children with developmental problems (Gilfoyle & Hays, 1981). Concurrent with the implementation of PL 94-142, occupational therapy services were sought to complement other school-based programs in regular school settings to assist with enabling students to be successful in the least restrictive environment.

Under the provision of PL 94-142, occupational therapy in the school systems is considered a related service, by definition of the law. Thus, the key role of the occupational therapist is to assist students in benefiting from existing classroom curricula.

> Occupational therapy includes: 1. Improving, developing or restoring functions impaired or lost through illness, injury, or deprivation; 2. Improving ability to perform tasks for independent functioning when functions are impaired or lost; and 3. Preventing, through early intervention, initial or further impairment of function. (Gilfoyle & Hays, 1981, p. 4)

In order to achieve the above stated goals, occupational therapists may serve in five primary roles:

> I. Evaluating students with suspected educational handicaps to specify need for and goals of an occupational therapy intervention program;
>
> II. Participating in educational program planning for individual students to coordinate occupational therapy goals and program plans with the total educational program;
>
> III. Implementing an intervention program to facilitate an individual's optimum functioning and enhance the student's ability to learn and develop;
>
> IV. Managing and supervising school-based occupational therapy programs. (Gilfoyle & Hays, 1981, p. 5)

At Savanna High School, the Occupational Therapy Independent Living Skills Transition Center is an integral part of the curriculum for students enrolled in special day classes. Here, the occupational therapy trainees are prepared in all five of the above stated roles: evaluating students for transition needs, participating in individualized educational plan (IEP) meetings to coordinate transition programming provided at the OT-ILST Center with those provided by other personnel, implementing an independent

living skills intervention program, consulting with parents and teachers, and supervising an occupational therapy student training program.

# DESIGN OF THE MODEL PUPIL PERSONNEL TRAINING PROGRAM


- Florence Clark
- Gerald Sharrott (posthumously)
- Jeanne Jackson


## Introduction

Recent changes in legislation have led to an expansion of school- based programs for primary and secondary grade levels within the educational system. Consequently, demands for special education teachers and related services personnel have increased to serve the rising number of students with disabilities who are enrolled in special day classes. In response to the recent demand, the number of occupational therapists employed in the school system has been on the rise (Gilfoyle & Hays, 1981). However, occupational therapy services have primarily addressed the needs of primary grade children with handicaps focusing on intervention that will improve the disabling condition. Although transition programming and coordination have historically been a key element of occupational therapy practice, it is now necessary to incorporate transition intervention into school settings in order to realize the goals of Section 625 of the *Education for All Handicapped Children Act* (U.S. Department of Education, 1974).

The following training program outlines a model curriculum that can be incorporated into traditional occupational therapy curricular to better prepare occupational therapists to meet the needs of the underserved high school students who have disabilities. The sequence of content, courses, and clinical experience of the model training program will now be presented.

## Model Occupational Therapy Independent Living Skills Transition Trainee Program

In a collaborative effort between Anaheim Union High School District and the University of Southern California Department of Occupational Therapy, occupational therapy graduate students were provided academic training in developing and implementing an independent living skills transition program and a site for practicum experiences associated with the training program was established on the Savanna High School campus. This occupational therapy model pupil personnel training program aimed to prepare occupational therapy students for leadership, teaching, and research roles in high school transition programming for students with disabilities, impacted upon the multilevel systems involved in providing transition services, and further delineated and clarified the role of related service personnel in high school settings.

Three groups consisting of four trainees each have participated in the model training program over the past 3 years. Competitive selection of trainees was based on the following qualifications: cumulative GPA, Graduate Record Examination scores, leadership potential, and personality characteristics such as flexibility, initiative, professionalism, and communication skills. Faculty committees made the final selection of the trainees from a pool of applicants.

Consisting of both didactic and clinical components, the training program was conducted within the normal time frames of the USC curriculum followed by a 5-month practicum at the Savanna High School Occupational Therapy Independent Living Skills Transition Center. It is expected that adaptations could be made to curricular existing at other universities to accommodate the training program. The three phases that characterized the model training program are described below. The model is pictured in Figure 1.

## Phase I. Professional Year of the Occupational Therapy Curriculum

The USC model training program was offered at the Basic Master's level. The initial year of the Basic Master's program in occupational therapy provides students with academic coursework in the areas of physical and biological sciences, human development, and occupational therapy theory and practice. Clinical experience allows students to gain skills in the provision of occupational therapy services in primarily traditional settings.

To augment the existing curriculum, the four students who participated in the pupil personnel model

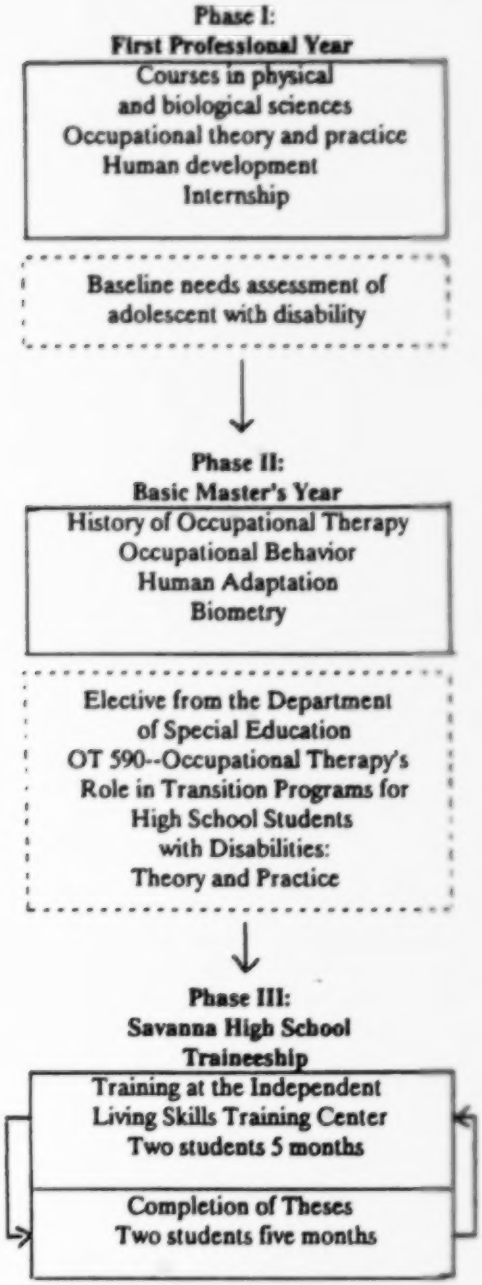


Figure 1. The three phases of the University of Southern California model training program for preparing occupational therapy students to provide high school-based transition services to pupils with severe disabilities.

training program in its first year conducted a baseline needs assessment of the high school students with handicaps, which became the foundation for the design of the Occupational Therapy Independent Living Skills Transition program. Engagement in this task provided the occupational therapy students with first-hand experience in understanding the needs of adolescents with disabilities and introduced them to assessment procedures.

## Phase II. Master's Year

### DIDACTIC PROGRAM

The second year of the Basic Master's curriculum includes four basic courses. In *History of Occupational Therapy*, students were provided with the historical background of occupational therapy's evolving political, theoretical, philosophical, and clinical involvement in fostering transition from school roles to worker and community roles. Biometry provided the necessary statistical background to enable students to participate in research. Occupational Behavior emphasized the community and student role requirements of adolescents as they relate to the concepts of role, occupational choice, chronic disability, and adaptation. Theory in a Practice Profession enabled students to engage in theory building (regarding the social etiology of handicappism and the therapeutic effects and exploration of independent living skills programming in the destigmatization of students with handicaps). Human Adaptation provided an analysis of the biological, psychological, and sociocultural theories of the adaptive process in the context of chronic illness and developmental life transition. These courses, which have always been elements of the USC master's level curriculum, provided content that, in our 3 years of experiences, seem fitting for entry into high school- based transition services for pupils with severe disabilities.

However, these courses, while necessary, were not sufficient for preparation in this highly specialized area. Two additional courses were selected to better prepare students to become effective related service providers in the educational system. One course in special education covered content on the policies and laws affecting the educational system, and the role of special educators in transition programming within that system and promoted the development of effective communication skills of trainees with special educators. The second course, OT 590 Directed Research, was designed to cover the roles, tasks, and competencies needed by occupational therapists working in educational systems (see Appendix). This curriculum, based largely on TOTEMS (Gilfoyle &

Hays, 1981), a competency-based educational program, was adapted to focus on the special requirements of occupational therapy provision to high school students with transition needs. However, in general, the trainees were prepared to master the following TOTEMS competencies.

1. Engage in consensual decision making with the rest of the educational team to meet the students' educational goals and functional needs.
2. Understand the information needed to initiate and manage occupational therapy programs within the parameters set by the service delivery patterns, the laws, rules and regulations affecting the school district, and the ethical practices of the occupational therapy profession.
3. Determine students' educational levels and needs as related to their functional abilities and disabilities.
4. Develop and document specific performance objectives for the student which relate to his or her needs, current status, and program plan.
5. Develop an effective occupational therapy program based on results of assessments and identification of student's educational needs.
6. Provide and evaluate the provision of direct services to students.
7. Maintain a consulting and/or monitoring relationship with other school system personnel.
8. Maintain a consulting and/or monitoring relationship with student and family in the delivery of occupational therapy service.
9. Evaluate the effectiveness of occupational therapy in improving school performance and communicate this to school personnel, students, parents, and other health professionals.
10. Supervise and train other people to implement occupational therapy principles and concepts.
11. Integrate occupational therapy concepts with educational programs.
12. Initiate, expand, and maintain occupational therapy programs within an educational setting.

## RESEARCH

We believe that leadership in the field of transition requires the development of strong research skills in order to continue evaluating the needs of the adolescent with disabilities, to develop and implement programs to address identified needs, and to determine the effectiveness of these programs. The completion of a thesis (requirement for the master's program) fosters the acquisition of scholarly research skills. All trainees were required to complete a thesis in an area which related to the provision of occupational therapy transition programming for high school students. The following is a list of representative topics chosen for investigation by the trainees:

1. "The Characteristics of Adolescents with Low Self-esteem Compared to Those with High Self-esteem"
2. "Factors Contributing to Independent Achievement for the Adolescent with Disability"
3. "Occupational Choice in Adolescents with Disabilities"
4. "Locus of Control and Its Malleability in Independent Living Skill Training in Adolescents with and without Disabilities"
5. "Parental Attitudes Toward Independence in Adolescents with Disabilities Involved in an Independent Living Skills Program"
6. "Retrospective Study of the Predictors of Independent Living Skills in High School Graduates with Disabilities"
7. "The Disabled Adolescent Decision-making Skill Interview"
8. "Personal Causation in Relation to Social Interactions of Adolescents with Disabilities: Development of an Assessment Scale"
9. "The Therapeutic Value of Organized Team Sports with Disabled Adolescents"
10. "A Description of the Performance of Adolescents with Disabilities on the Seifkin Adolescent Assessment of Independent Living Skills"
11. "Coping with Disability: A Single Case Study of an Adolescent with Spinal Cord Injury"

Trainees are acquiring a more comprehensive understanding of the needs of adolescents, especially those with disabilities through investigation of the above topics. We believe that production of these theses not only is promoting trainee research skills but ultimately will also enable better transition programs to be established through the generation of a knowledge base for the occupational therapy profession.

## FIELDWORK

Before entering their practicum experience at Savanna High School, trainees needed to have mastered the skills associated with traditional hospital- as well as community-based practice. They were therefore required to do, as their certification field work experiences, one 3-month internship in a traditional setting and one in a community-based independent living program. In the latter setting, trainees were supervised by occupational therapists employed in the settings or by a preceptor who was grant funded. During their community-based internship, students became exposed to models of transition programming of the highest caliber.

### Phase III. Savanna High School Traineeship

The final phase encompasses a 5-month traineeship at the Savanna High School OT-ILST Center. Under the supervision of clinical faculty funded by the grant, trainees implemented the independent living skills program for approximately 60 students with disabilities in each year of the project. In this setting, trainees participated in the ongoing process of program evaluation and development and were able to integrate their previous didactic and clinical education with actual provision of transition programming.

## THE ESTABLISHMENT AND DESIGN OF A MODEL INDEPENDENT LIVING SKILLS TRAINING CENTER


- Florence Clark
- Vickie Pennington
- Wendy Mack
- Jeanne Jackson


### Introduction

If occupational therapy students were to have "hands-on" experience in the provision of occupational therapy independent living skills transition (a) in a high school-based setting, and (b) with high school students with severe disabilities, a setting needed to be operating in which such practica could occur. Because this area of practice is a new one, prior to grant implementation a setting of this kind did not exist in the Anaheim Union High School District, although many of the primary grade schools that fed into the high school did have access to a high quality occupational therapy program. Thus, a major goal and accomplishment of the project was the establishment of a model training site in which trainees could gain experience in (a) assessing transition needs of high school students; (b) designing and implementing lesson plans; and (c) evaluating effectiveness of programs for high school students with severe disabilities. Additionally, in this setting, they could gain experience in consultation and communication with school personnel and the parents of high school students with disabilities.

### The Needs Assessment

In order to generate a data base that would guide the design of the model training site and the programs offered in conjunction with the pupil personnel training program, an extensive assessment was conducted on all the high school students with severe disabilities in self-contained classrooms in the Spring of 1985 ($n$ = 45), their parents ($n$ = 35), and their teachers ($n$ = 7). The reader is referred to Mack, Pennington, and Clark (In Press) and Clark, Mack, and Pennington (1985) for an extensive description of the rationale, methodology, and findings of the needs assessments.

In brief, however, the needs assessment was employed to gain a sense of the demographic characteristics of the sample and their personality characteristics, interests, and independent living skills needs. We also gathered data that provided some sense of how satisfied the adolescents with disabilities were with the quality of their lives. The methodology employed for the needs assessment was modeled after that which had been used by Burnett and Yerxa (1980) in their needs assessment of community-based and college-based physically disabled persons. Each of the high school students with severe disabilities was given the following assessments:

*The Cantril Ladder* (Cantril, 1965) to measure overall life satisfaction.

The *Satisfaction with Performance Scaled Questionnaire* (*SPSQ*) (Yerxa, Burnett, Stocking & Azen, 1981) to measure satisfaction with performance of home management and social-community problem solving skills.

*The Interest Checklist* (Matsutsuyu, 1969) to detect casual and strong interests of the respondents in five areas: Activities of Daily Living, Manual Skills, Cultural/Education, Physical Sports, and Social Recreational.

The *Activity Configuration Log* (Allen, 1978) to document the activities in which the students engaged in a 24-hour period and how they classified these activities as: self-maintenance, work, rest, sleep, play, and other.

The *Piers-Harris Self-Concept Scale* (Piers, 1985) to assess high school student self-concept overall and in the following six domains: Behavior, Intellect and School Status, Physical Appearance, Anxiety, Popularity, and Happiness and Satisfaction.

The *High School Personality Questionnaire (HSPQ)* (Cattell, Cattell & Johnson, 1984) to assess 14 personality characteristics including: Warmth, Intelligence, Emotional Stability, Excitability, Dominance, Cheerfulness, Conformity, Boldness, Sensitivity, Withdrawal, Apprehensiveness, Self-sufficiency, Self-discipline, and Tension.

In addition, the students, their parents, and their teachers were asked to complete an unpublished needs assessment (Appendix A).

## Demographic Characteristics

Results of the needs assessment indicated that approximately twice as many male as female high school students would be served in the model OT-ILST Center. We also learned that the mean age of the students was 16.4 years, $SD = 1.32$. Figures 2, 3, and 4 depict the percentage of students who were enrolled in each grade level, ethnic characteristics of the students, and classification according to special education categories.

## Other Characteristics

In addition, the needs assessment suggested the following that had direct implications for model ILST program development.

## Personality Characteristics

Not in accord with our expectations, the high school students with disabilities were found to have personalities that were characterized by resourcefulness, emotional stability (ego strength), coolness, and aloofness. They also preferred independent decision making. Our synthesis of these findings suggested that the occupational therapy independent living skills program should emphasize independent decision making and risk taking. Unlike the stereotypes of individuals with disabilities, the high school students we would be serving did not value dependency and appeared to be resilient. These findings suggested that the program would need to train occupational therapy students to provide programs that would provide a goodness-of-fit with these personality characteristics of the subjects. Moreover, the trainees would need to learn how to foster creative problem solving as the students with disabilities, our data suggested, were concrete thinkers. If the pupils who received independent living skills training from the trainees did not develop the capacity to abstractly and creatively solve their problems, it seemed doubtful that they would be "copers" in the community.

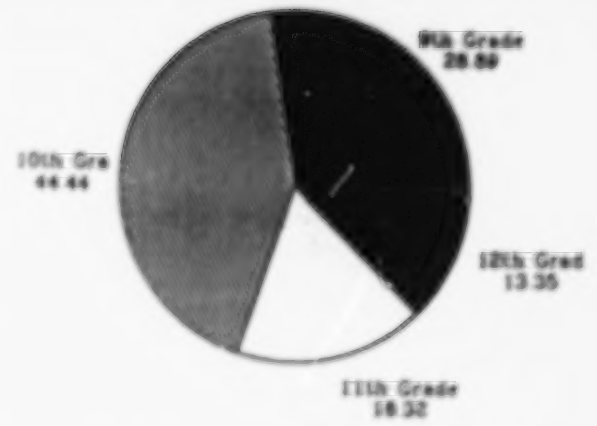


Figure 2. Students enrolled in each grade level.

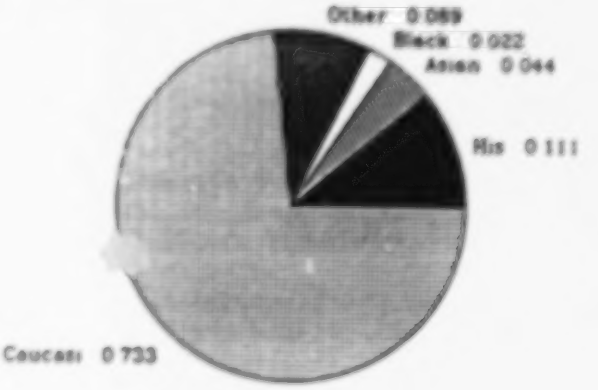


Figure 3. Ethnic Characteristics of Students

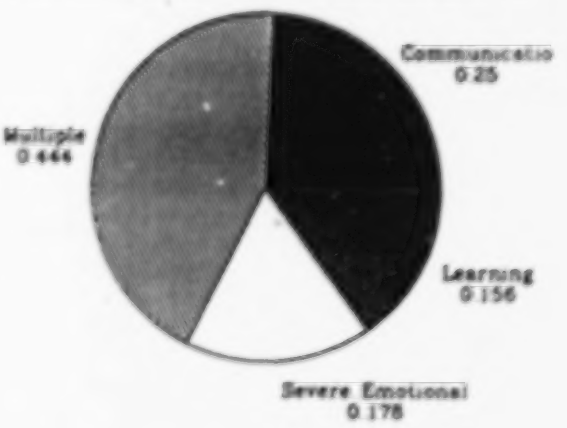


Figure 4. Special Education Catagories

The diverse personality characteristics shared by the pupils were actually considered in the development of the environmental setting for training and the constitution of occupational therapy classes. To address their personality characteristics, intervention strategies were utilized to create a goodness-of-fit between pupil temperament and technique. Pupils were grouped into classes by trainees not only according to their skill needs, but also according to assessed personality characteristics. The environment was designed to create an ambience that would be soothing and give the students a sense of importance in being there. A country motif was chosen to simulate a homelike environment and a school bungalow was refurbished to include a kitchen, dining area, living room, and offices. The final effect was a setting in which the students with disabilities could take great pride.

## Life Satisfaction

These students were reasonably satisfied with their lives; Figure 5 shows the mean rating on the *Cantril Ladder* for 5 years ago, now, and in the future. The lowest rating of life satisfaction on this scale is 1, the highest is 10. Generally, the pupils we would be serving in conjunction with the model training program were presently more satisfied with life than not, but also had high hopes for the future. We reasoned that competent provision of independent living skills training to these students with disability might ensure that their current optimism was not diluted by the realities of coping with life in the community upon graduation.

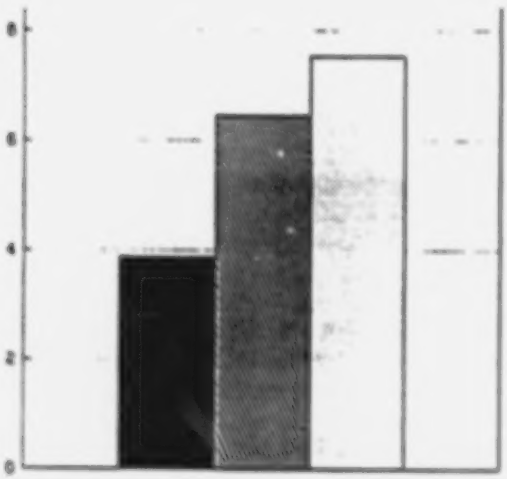


Figure 5. Cantril Ladder

## Need for Independent Living Skills Training

These pupils identified that they had a need for independent living skills training. On 14 (30%) of the 46 skills listed on the *SPSQ*, 20% or more of the respondents were dissatisfied with their performance 75% of the time. The skill areas in which they tended to identify dissatisfaction, primarily in the social communication area, were those that appeared to warrant program emphasis.

## Interests

The students were found to have the greatest amount of interest in social activities, but physical sports and home management also were domains of interest for them. These data would enable trainees to provide programs in concert with pupil interests.

## Congruence of Pupils' Perceptions of Needs with those of Their Parents

The pupils and their parents (more than 50% in each sample) identified budgeting, getting a job, and communication as high priority training areas. However, incongruities in their perceptions also existed. As an example, 66% of the students in contrast to less than 27% of their parents identified going to college as a need area. It appeared that the perceptions of both groups, the students and their parents, would need to be taken into account in the design of the model OT-ILST training program and the services provided in conjunction with it. Moreover, trainees would need to develop the ability to design individual educational plans that incorporated the perceptions of students and their parents.

## Parent Involvement

The data we gathered pointed to a critical need for parent involvement in the program. When asked to list the goals that they had for their child, parents tended to have fewer goals than their children had for themselves. Also, generally, students expressed greater happiness with their lives than their parents perceived they were experiencing. Finally, the data suggested that most parents were relatively unaware of community resources that could support or help their child in living independently and of advocacy groups. Based upon these findings, it seemed critical that trainees develop the ability to involve parents systematically in program provision. A strong parent component was therefore built into the model OT-ILST program, including consultation and monthly group meetings.

### Complementary Role with Special Education

Trainees needed to learn to provide programs that would complement, not duplicate, special education. Results of the Teacher Needs Assessment provided data that enabled selection of complementary content areas for the occupational therapy independent living skills transition program. These data enabled trainees to get a sense of what content the special education teachers were and were not emphasizing. Of 38 independent living skills areas listed on the Teacher Needs Assessment (see Appendix A), five of the seven teachers identified the following as in need of emphasis in the occupational therapy program: Solving Problems/Making Decisions; Developing Sensitivity to Others; Clarifying Values; Developing Positive Self-Esteem; and Understanding Community Resources.

### Types of Programming Trainees Should Develop Competency in Providing

Collectively, the findings found support for the notion that specific content areas warranted more emphasis than others, especially when the pupil sample was considered as a whole. These areas included social and vocational competence, utilization of decision making and problem solving, exposure to role models with disabilities who are living independent and productive lives, and constructive use of unstructured time. In the case of the students with multiple handicaps, traditional activities of daily living were also identified as deserving attention.

## PUPIL PERSONNEL TRAINING PROGRAM PRACTICUM EXPERIENCES: A MODEL FOR INDEPENDENT LIVING SKILLS (TRANSITION) SERVICE PROVISION FOR HIGH SCHOOL STUDENTS WITH SEVERE DISABILITIES ON MAINSTREAMED CAMPUSES


- Jeanne Jackson
- Carolyn Snyder
- Vickie Pennington


### A Model for an Independent Living Skills Transition Program on a Mainstreamed High School Campus

Successful transition from the high school setting to a productive and satisfying adult life is a complex process for individuals with severe disabilities. The trainees needed to develop mastery in understanding the network of agencies, professionals, and other resources that have influence upon the transition process of each student with disabilities. Each trainee therefore was provided with opportunities to interact within the network. Figure 6 depicts the comprehensive and coordinated planning system with diverse services that bear upon the transition programming of each student at Savanna High School. This model, developed by Jackson (1987) through California State Department of Education funding, serves as a conceptual and graphic device to illustrate how the three interrelated components--Occupational Therapy Independent Living Skills Transition Center, school-based services, and community agencies--contribute to the projected outcome of the students' successful transition. It should be noted that trainees were provided with practica experiences in each facet.

The box labeled school-based services refers to the primary services offered to adolescents with special needs. Transition services within the school system begin with the special educational curriculum. Instructional programming in areas such as consumer shopping, banking, and home management skills lays the foundation for adjusting to community life. Related services, psychology, speech therapy, adaptive physical education, are available for any student who has an educational need for such programming.

Community resources, another component of the model, are acknowledged as an integral part of transition. Resources in the community must be identified and accessed early in the pupil's education to adequately prepare him or her for graduation. Community resources can include but are not limited to regional centers, mental health services, California Children's Services, centers for independent living, and regional occupation plans (ROP).

The Occupational Therapy Independent Living Skills Transition Center, primarily established to enable training of occupational therapy personnel, also became a unique addition to the transition model at Savanna. Providing direct services to students with disabilities in special day classes in conjunction with

pupil personnel training, this center also promoted networking between community agencies and the schools, and educated parents as to the options available for their adolescent following high school. Each facet of the center will be elaborated upon later in this manual.

Individualized Educational Planning (IEP) is central to this model as it entails a collaborative effort of team members including students, parents, educators, related service personnel, and adult service providers in designing individually tailored plans to ensure the adolescents' progression through living skills and into the community. Trainees participated in IEP meetings to develop competency in integrating occupational therapy with the overall educational objectives of specific pupils. Although IEP's are the major avenue for programming, spontaneous ongoing communication between all team members is essential to assure that optimal coordination is occurring and outcomes will be met. Trainees were expected to engage in such information exchanges.

## SERVICE PROVISION: THE OCCUPATIONAL THERAPY INDEPENDENT LIVING SKILLS TRANSITION CENTER

Just what kinds of programs and services should trainees be competent to offer to meet the transition needs of high school students with disabilities? In this section, we present the specific services in the provision of which trainees developed competency.

As stated previously, review of relevant transition literature, results of a study conducted at Santa Monica College (Burnett & Yerxa, 1980), and the extensive needs assessment performed during the initial year of this project played major roles in shaping the development of the program offered at the Occupational Therapy Independent Living Skills Transition (OT-ILST) Center. Two predominant themes emerged as essential elements for inclusion in the program. First, pupil adaptation across many situations in the community must be fostered through the acquisition of general coping skills. The development of coping skills is, therefore, the key issue addressed in the OT-ILST Center programming. Because coping is a process-oriented rather than a task-oriented development, we believe it is best facilitated through our method of instruction which will be discussed later.

The second theme that emerged centered on prominent areas of skill deficit: social communication, vocational, leisure, and daily living domains were identified as priority areas and constituted the components of the curriculum content.

### Direct Services

A description of the direct services that were provided in conjunction with the training program included: assessment, method of instruction, and model of content.

#### Assessment

Prior to and following his or her involvement in the program, each pupil was given a battery of tests in-

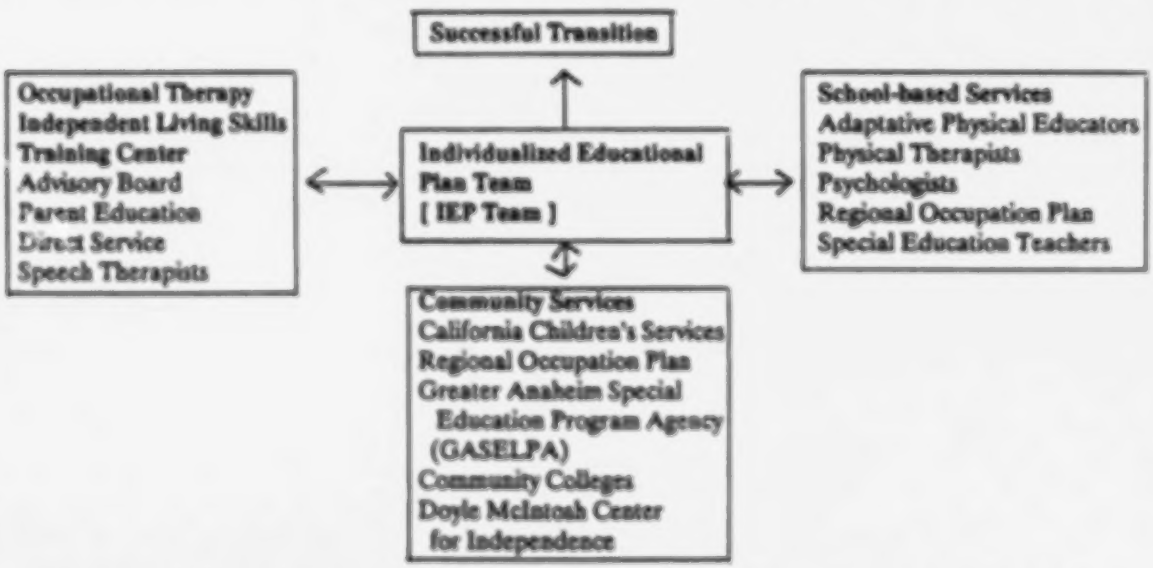


Figure 6. Model Illustrating three Components Contributing to Successful Transition via the IEP

cluding the *Cantril Ladder* (Cantril, 1965), *Satisfaction with Performance Scaled Questionnaire* (Yerxa et al., 1981), *Interest Checklist* (Matsutsuyu, 1969), *High School Personality Questionnaire* (Catell, Catell & Johnson, 1984), *Activity Configuration Log* (Allen, 1978), *Student Needs Assessment*, and *Piers-Harris Self- concept Scale* (Piers, 1985). In addition, input from parents and teachers regarding the independent living needs of each pupil was solicited through a needs assessment (Appendix A). Pupil testing was administered in a group, taking from 4 to 6 hours. However, to accommodate for disabilities, adaptations such as individual testing situations, reading to students and transcribing oral responses were often necessary. Following testing, results on each student were interpreted and a decision made on whether or not the pupil should be recommended for participation in the occupational therapy independent living skills training program. When a student was considered to be an appropriate candidate and gave consent to participate in the project, trainees or other staff presented the goals and individualized program plan at that student's IEP meeting. A written report was then provided and circulated (see Appendix B) to assure coordination with parents and teachers.

Students were then scheduled on an individual basis or in a group two or three times per week, depending on the identified goals. At the end of each year, tests were readministered to determine the student's status and degree of progress toward attainment of identified goals as well as overall program efficacy. Also, student, parent, and teacher satisfaction questionnaires were developed that could be used to get a sense of how the recipients of the program were responding to it (Appendix G). At this point, a decision was made as to whether to recommend consultation or direct service for that student in the next year.

### Method of Instruction

The ability to make decisions in new situations, problem solve difficulties in one's personal relationships, self-evaluate one's own job performance, manage crises in day-to-day activities, and be self-reliant in identifying needs and setting priorities is a major determinant of the outcome of efforts to live independently as an adult. Success in these situations reflects one's ability to adapt to dynamic environments whether it be at home, work, or in a social setting. At the OT-ILST Center, high priority was placed on fostering self-directed behaviors in students, accomplished through teaching methods which demanded active participation and assumption of responsibilities on the part of the student with disabilities. Upon entering the program, pupils were encouraged to express preferences and make choices as they set their own goals through a written contract established between the occupational therapy trainees and the pupil. Each pupil's ability to negotiate and compromise was often challenged in group activities in which a shared or common goal had to be identified. (See Appendix D for samples of contracts.)

A unique feature of the curriculum design was its grounding in purposeful, self-directed activity. Through participation in simulated activities as well as gaining practical and realistic experience in the community, pupils were confronted with a broad array of challenges similar to those encountered in independent adult life. These activities demanded spontaneous decision making, problem solving, and risk taking, but because they occurred in relatively safe and often simulated environments, they were perceived by students as "practice." Accurate self-evaluation and feedback were provided following each experience through discussion of choices made and possible alternatives. Through this process, pupils experienced a balance of success and setbacks in reaching their own goals, one which fostered the development of self-confidence, resilience, and the fortitude needed to confront the challenges and overcome the obstacles one encounters in adult life.

Although the community served as the primary site for training, as already mentioned, a bungalow at the school site provided a homelike atmosphere in which to practice daily home skills or perform simulated tasks. It is our belief that the aesthetic appeal of and design of the environment in which the pupils engage in activities has a powerful effect on self-esteem; thus great care was taken to create a truly appealing, aesthetically rich, and soothing environment. Pupils quickly identified the OT-ILST Center as "their place," again connoting pride, a sense of ownership, and self-direction.

### Model of Content

The curriculum that was taught at the Occupational Therapy Independent Living Skills Transition Center has both content and process domains (Figure 7). Content domains include: Daily Living, Leisure, Social Communication, and Prevocation. Pennington's Model of Transition Skill Acquisition (1984) guided the process by which transition skills were acquired and integrated into student life styles. In this model, four critical interrelated "process" areas are described through which pupils must successfully progress to master transition skills: knowledge of self, knowledge of options, development of skills, and the development of a plan. The learning process will be

elaborated through discussion of each of these dimension of the model.

### Knowledge of Self

In order to make appropriate choices in one's life, a knowledge of one's characteristics personality, strengths, limitations, interests, and values is needed. In this phase, activities which provide students an opportunity to realize their own values, interests, skills, and other characteristics, as well as those of their classmates are emphasized.

### Knowledge of Options

All too often, adolescents with disabilities are not provided with opportunities to explore their environment. Yet, in order to make informed choices about their future, students must understand the alternatives. Thus, in this phase, students were exposed to a myriad of possibilities in the areas of work, residence, and leisure.

### Development of Skill

As pupils realize available options and individualized strengths and interests, the development of skills to meet their goals becomes critical. Thus, pupils were placed in specific independent living skill classes to develop competencies in the myriad of areas that support autonomous self-directed and successful community living.

### Development of the Plan

An essential element of community adaptation is the generation of plans of action that are eventually enacted successfully. If one has a goal, it cannot be realized without planning and consequent action. Pupils were therefore encouraged to develop action plans to meet their goals and supported and assisted in the enactment of these plans. Contingency planning was emphasized as students were guided in developing alternate plans (Plan A, Plan B, and Plan C), all of which might be directed toward the same goal. One of the goals of the OT-ILST program was to assist the pupil in finding the courage to cope and continue to strive for independence even if Plan A fails. The availability of Plans B and C provided an incentive.

If occupational therapy trainees are to foster their ability to use this model of occupational therapy independent living skills service provision, they must grasp

| Process Dimension | Content Dimension | | | |
|---|---|---|---|---|
| | Daily Living | Leisure | Social Communication | Prevocational |
| Knowledge of self | | | | |
| Knowledge of options | | | | |
| Development of skill | | | | |
| Development of a plan | | | | |

Figure 7 Matrix of Content and Process Dimensions of the Curriculum

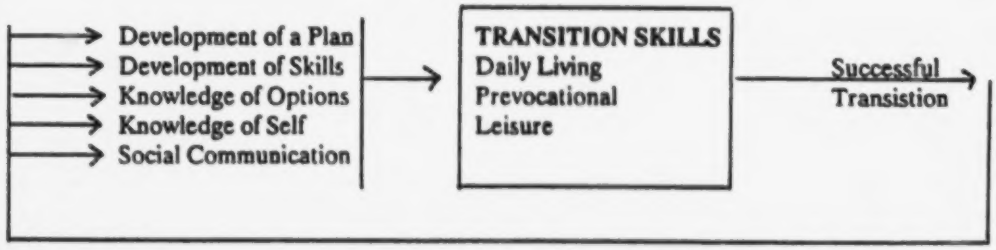


Figure 8. The model of occupational therapy independent living skills service provision.

the dynamic nature of the services provided. As the arrows in Figure 8 suggest, the process is ongoing. Feedback from one area may encourage development in another area. For example, as the student with a disability engages in role playing to develop interview skills (skill development), he or she might simultaneously gain valuable insight into his or her own communication style (knowledge of self). The process depicted in this figure is neither sequential nor bound by time. Pupils were able to progress through all four components in one session. For example, while learning a new leisure activity, a pupil may have gained insights into new interests and options, developed the skill to perform the activity, and planned to try the task again. On the other hand, an entire semester in some instances, was devoted to one area, Knowledge of Options, such as visiting various job sites to explore employment options. Occupational therapy trainees needed to move away from a strictly sequential concept of program delivery and into a more fluid mode in which several goals could be attained simultaneously.

To illustrate the manner in which the learning process described by Pennington was applied to the development of transition skills, each of the priority curriculum areas that was focused upon in service delivery will be described: Social Communication, Daily Living, Prevocational, and Leisure. Examples of goals in each domain and specific lesson plans are provided in Appendixes C and D.

### Social Communication

The major focus of the social communication group was to provide the pupils with the opportunity to learn how to interact more effectively with peers, teachers, and employers, to deal effectively with frustration, to develop problem solving abilities, and to improve leadership skills. To foster social skills, pupils had to first realize their own style of communication as well as those used by other members of groups (Knowledge of Self). Exposure to a range of different social behaviors increased students' awareness of the possible reactions they can have in difficult situations. The reciprocal effect of one's communication style upon another individual was analyzed and reviewed to suggest the choice and control a student may possess in responding to a situation (Knowledge of Options). Engagement in role playing of situations which pupils had identified as important but stressful allowed them to take risks in trying out new styles of interaction in a non-threatening environment (Development of Skills). Application of these new skills to realistic situations was the final outcome. For example, asking someone to the prom.

Social appropriateness was often identified as a major limiting factor in successful work and community integration. Thus, the goals associated with this domain provided an important foundation for all groups.

### Daily Living

The daily living skills group was designed to enable students to competently perform skills necessary to function successfully in home and community environments. These skills included but were not limited to: proper grooming, money management, using laundry facilities, or managing an apartment.

Initially, students identified those daily living skills in which they were already proficient and those in which they needed help. Groups were then carefully designed to allow students to identify alternative models of performing daily living skills, develop skills, and gain confidence in their ability to proceed toward their eventual goal of independence. Peer instruction provided a valuable technique utilized to promote self-esteem in addition to skill development. Students who were proficient in one skill area assisted other students who had been lacking in that area. Individual homes and the community constituted the final practice ground.

### Leisure

Data gathered from the assessment battery, as well as from parent and teacher input, indicated that the students who we would be serving had particular difficulty in planning the use of their unstructured time, specifically after school and on weekends. An after-school avocational exploration group was, therefore, conducted weekly to facilitate the ability of the pupils to generate constructive leisure plans and enact those plans.

Initially, individual interests were tapped through discussion of the results on the *Interest Checklist* (Knowledge of Self). Pupils were then encouraged to explore their options by listening to others, scouting the neighborhood for "fun" activities, and searching the local newspapers (Knowledge of Options). Groups of students generated lists of activities in which they wished to participate for each semester (Development of Plan). Each member of the group was then given the opportunity to organize one of the new leisure adventures in the community. New skills were acquired as each student participated in novel activities (Development of Skill). Finally, students were assisted in developing and implementing their own leisure plans for weekends and after school. Individualized plans were shared with group members in sessions in which accurate feedback was provided

in order to assess whether the plan was, indeed, realistic.

### Prevocational Skills

The prevocational skills group was designed to facilitate occupational choice, a critical developmental task faced by adolescents (Ginsberg, 1971). Essential work habits and skill training relative to vocational success were addressed. Prior to selecting an occupation, pupils invested time in exploring their own interests, work values, and skills to create a goodness-of-fit between the individual's skills and interests and the requirements of the vocation he or she chooses to pursue. Experiencing a sense of challenge and enjoyment in one's work is paramount to job satisfaction. Students began exploring their own interests and options through a number of methods: attending career films, visiting job sites, or listening to guest speakers with disabilities who were employed. Responding to job advertisements, participating in mock interviews, and developing resumes enabled students to acquire skills for job searches. Students also enjoyed the opportunity to participate in Regional Occupation Plans (ROP). Development of plans for employment, volunteer work, or continuing education occurred in collaborating with teachers, parents, and professionals from the community.

## Parent Groups

One of the most significant elements of the services provided in connection with this pupil personnel training grant was the inclusion of parents in transition programming. As a child progresses from primary to secondary education and on to adult life, the parent will serve as the most consistent and invested advocate. Studies have shown that family-friend networking has contributed to a high success rate in obtaining employment (Bellamy, 1985). Thus parents can play a major role in supporting the independent functioning of their children.

Bridging the high school program with the community based services that will exist for their child after granduating is both a primary and difficult task for parents. Occupational therapy trainees needed to develop competency in helping parents to competently execute this responsibility. Throughout the educational process, parents are faced with a myriad of concerns and decisions concerning the future of their child. Compounding this confusion is the fact that parents' own values and expectations for their child can be stifled by a lack of knowledge of the potential options available in the community (Halpern, 1985). Therefore an accurate and detailed understanding of the high school program in which the student participates and the extensive adult community services which are available is essential to assist with parent decision making. Consequently, in understanding available options, parents' own expectations can be enhanced, thus positively impacting their child's future.

The parent group that was organized as part of the OT-ILST program was established as one avenue through which parents could acquire the information needed to make informed decisions for their adolescents, to grasp the intricacies of community service provision, as well as to gain realistic perspectives on their child's future capacity for independence. The development of a parent advisory board as well as parent responses on the initial needs assessment were instrumental in targeting specific topics which were important to attaining the above goals. Providing education on topics pertaining to transition, addressing the social needs of adolescents, and networking with community agencies were three themes identified as priorities for coverage. Two methods were utilized to address these themes: Bimonthly meetings addressed educational topics and provided an opportunity for parents to network and socialize with other parents (Appendix E), and newsletters alerted parents to community and school events important for transition were published (Appendix F).

## Interagency Networking

Interagency networking, a comprehensive and collaborative approach to assuring that students continue to receive the services which they need following graduation is a new direction at the federal and state levels. The bridge connecting schools with community agencies must be built at the local levels. Establishing a community networking agency was the third focus of the OT-ILST Center. A survey of the community agencies which participate in fostering the transition of the students in the project constituted the initial step toward networking. Services provided, mechanisms for referrals, family services, as well as the agencies' perception of their role in transition were documented and provided the groundwork for establishing the network. Personal contacts with representatives from each agency were established. Final plans are to organize monthly interagency networking meetings.

## Conclusion

This manual has provided a model program with guidelines on how occupational therapy students can be prepared to provide school- based transition services to high school students with severe disabilities. Content included the rationale for such programming, the specific didactic and practica educational experiences that constituted the occupational therapy pupil personnel training program, and the competencies that were mastered by the trainees. One of the unique features of the Model Pupil Personnel Training Program is that its development also entailed the establishment of a service model for provision of high school transition services to youth with disabilities by occupational therapists. Guidelines on the essential features of this service model were woven into the fabric of the manual. We would hope that this manual will serve to encourage university curricular to prepare occupational therapists for the critical role they can play in high school transition planning and assist school administrators in grasping the services that occupational therapists, so trained, are uniquely qualified to provide to their high school students with disabilities.

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# APPENDIX A: NEEDS ASSESSMENTS

## STUDENTS' NEEDS ASSESSMENTS

Name _____ Age _____ Sex _____ Grade ____

Single _____ Married _____ Divorced _____ Separated _____

Ethnicity:

Asian _____

Black _____

Hispanic _____

White _____

Other _____

Who lives with you?

Mother _____ Father _____ Stepparent _____

Sister _____ How many? _____

Brother _____ How many? _____

Other (please specify) _____

Where do you live?

Apartment _____

House _____

Institution _____

Co-op Home _____

Are you a registered voter? _____

What is your disability? _____

Are you in a self-contained classroom? _____

Are you in a mainstreamed classroom? _____

Are you in a mainstreamed classroom? _____
Considering all aspects of your life, how happy are you? (Circle one)

Very unhappy  Unhappy  So-so  Happy  Very Happy

In general, how satisfied are you with the way you spend your life these days? (Circle one)

Very unsatisfied  Unsatisfied  So-so  Satisfied  Very Satisfied

On a scale of 1 to 10, how independent do you think you are?

Very Dependent  Very Independent
1 2 3 4 5 6 7 8 9 10

List some of your future goals. They may relate to school, play, work, friends, family and anything else you may think of.

_____

_____

_____

Do you currently employ an attendant? _____
If so, what type? Live-in _____ Part-time _____ Driver _____
Full-time _____ Reader _____ Other _____

Do you need help doing your homework? _____
If so, what kind of help? _____
Who helps you? Attendant _____ Family member _____ Teacher _____
Other _____

Would you like to talk to an older adult like yourself who lives independently and has a job? _____

Would you like to talk to another adult like yourself about your feelings regarding being disabled? _____

Have you ever heard of the Department of Rehabilitation? _____
Are you a client? _____
What do you think the Department of Rehabilitation is? What is it supposed to do? _____

Do you receive services from any of the following?
DR _____ SSI _____
OT _____ PT _____
etc.

Listed below are a number of activities which people do. Please place an "X" in the appropriate column to answer the questions below.

| | I need a lot of help from others to do this activity | I need some help | I can do it alone | This question does not apply to me |
|---|---|---|---|---|
| Grooming myself | | | | |
| Dressing myself | | | | |
| Using the bathroom | | | | |
| Feeding myself | | | | |
| Using telephone | | | | |
| Bathing myself | | | | |
| Managing money (do arithmetic, budgeting, etc.) | | | | |
| Conserving physical energy | | | | |
| Solve problems/ make decisions | | | | |
| Prepare a meal | | | | |
| Shop for groceries | | | | |
| Drive car/take a driver's test | | | | |
| Use public transportation | | | | |
| Go on a job interview | | | | |
| Fill out forms | | | | |
| Find a job | | | | |
| Clean my room | | | | |
| Wash clothes | | | | |
| Schedule time | | | | |

Would you like to be able to do any of the following activities better?

| | |
|---|---|
| Grooming myself | Dressing myself |
| Using the bathroom | Feeding myself |
| Using telephone | Bathing myself |
| Managing money (do arithmetic, budgeting, etc. | |
| Conserving physical energy | Solve problems/make decisions |
| Prepare a meal | Shop for groceries |
| Drive car/take a driver's test | Use public transportation |
| Go on a job interview | Fill out forms |
| Find a job | Clean my room |
| Wash clothes | Schedule time |
| Make friends | Be in public comfortably |
| Eat in a restaurant | Meet new people |
| Date | Take a trip |
| Enjoy your spare time | Talk to your teachers |

Which of the following would you like to know more about?

| | |
|---|---|
| Doing volunteer work | Getting counseling services |
| Getting a job | Going to college |
| Legal affairs | Your disabilities |
| How to apply for SSI | How to budget |
| Adaptive equipment | |
| How to communicate with family and friends | |
| Sex and disability | |

Do you have any of these problems?

My parents don't understand me

My teachers don't understand me

I don't have enough friends

My parents over-protect me

I can't get around in my house or neighborhood because of my disability

There aren't enough leisure activities I can do

Do you feel comfortable asking your teacher or classmates for help?

Do you like the courses you are taking?

Do you think the courses you are taking are important?

On break, which do you do?

Talk to friends _____ Be alone _____ Read _____

Are you satisfied with your school performance?

Are you a good student?

## PARENTS' NEEDS ASSESSMENT

Dear Parent,

This needs assessment is designed to give us two types of information to help us design the occupational therapy program at Savanna High School. First, this form will allow you to tell us what you think your child's needs are to make him or her more independent. Second, this form will allow you to tell us the kinds of services you as a parent with a disabled child may need.

Your forthrightness in completing this form will be appreciated. Thank you for your cooperation.

Name _____ Age _____ Sex _____

Single _____ Married _____ Divorced _____ Separated _____

Ethnicity:

Asian _____

Black _____

Hispanic _____

White _____

Other _____

How many people live with you? _____

What are their relationships to you?

Where do you live? Apartment _____ House _____

Are you a registered voter?

Is your child registered to vote?

What is your child's disability? _____

How long has he/she been disabled? _____

Is your child in a self-contained or mainstreamed classroom? (Please circle)

Considering all aspects of your child's life, how happy do you think he/she is? (Circle one)

Very unhappy  Unhappy  So-so  Happy  Very Happy

In general, how satisfied do you think your child is with the way he/she spends his/her life these days? (Circle one)

Very unsatisfied  Unsatisfied  So-so  Satisfied  Very Satisfied

On a scale of 1 to 10, how independent do you think your child is?

Very Dependent 1 2 3 4 5 6 7 8 9 10 Very Independent

What do you think your child's future goals are?

_____

Do you currently employ an attendant for your child? _____
If so, what type? Live-in _____ Part-time _____ Driver _____
Full-time _____ Reader _____ Other _____

The following are some areas that have been identified as problems by people who use attendants. Are and of these problems for you? (Circle all that apply)

a. Knowing your child's needs and abilities to allow you to hire an appropriate attendant
b. Writing a job description
c. Knowing where to look for attendants
d. Selecting and hiring an attendant
e. Training an attendant
f. Time organization and planning
g. Ability to deal with financial arrangements with the attendant
h. Assertive communication of you and your child's needs and wants
i. Ability to deal with problems in the employer/attendant or child/attendant relationship
j. Finding back-up attendants
k. Firing an attendant
l. Other. Explain

Have you heard of the Department of Rehabilitation? _____
Is your child a client of the Department of Rehabilitation? _____
What is the Department of Rehabilitation supposed to do?

_____

Check the services which your child receives.

SR _____  SSI _____
OT _____  PT _____
etc.

Listed below are a number of activities that people with disabilities may need help to do. Please place an "X" in the appropriate column regarding your disabled child.

| | Needs a lot of help | Needs some help | Can do it alone | Does not apply |
|---|---|---|---|---|
| Grooming self | | | | |
| Dressing self | | | | |
| Using bathroom | | | | |
| Feeding self | | | | |
| Using telephone | | | | |
| Bathing self | | | | |
| Managing money (do arithmetic, budgeting, etc.) | | | | |
| Conserving physical energy | | | | |
| Solve problems/make decisions | | | | |
| Preparing a meal | | | | |
| Shopping for groceries | | | | |
| Driving a car/taking a driver's test | | | | |
| Using public transportation | | | | |
| Going on a job interview | | | | |
| Filling out forms | | | | |
| Finding a job | | | | |
| Clean his/her room | | | | |
| Washing clothes | | | | |
| Scheduling time | | | | |
| Making friends | | | | |
| Being in public comfortably | | | | |

Eating in a restaurant

Dating

Meeting new people

Taking a trip

Enjoying spare time

Talking to teachers

Would you like for your child to receive more information/training regarding the following? Check those which apply.

Getting a job _____ Getting counseling _____

Doing volunteer work _____ Going to college _____

Legal affairs _____ His/her disability _____

How to apply for SSI _____ How to budget _____

Adaptive equipment _____ Sex and disability _____

How to communicate with family and friends _____

Do you think your child needs assistance in any of the following tasks?

_____ Communicating misunderstandings with parents

_____ Communicating misunderstandings with teachers

_____ Developing new friendships

_____ Discussing whether parents are over-protective

_____ Getting around in house or neighborhood because of disability

_____ Finding leisure activities he/she can engage in

_____ Asking teacher or classmates for assistance

Are you satisfied with the child's school performance?

Do you think your child is a good student?

Are there any needs your child has which we have not identified? If so, please identify them.

The next several questions refer to possible needs and feelings of parents of children with disability. Your honesty in answering these questions will help us design a program that will better meet your and your child's needs. This information is strictly confidential. You do not have to answer those questions you wish not to answer, but your thoroughness would be greatly appreciated.

How would you describe your emotional attitude toward your child's disability?

_____ Disbelief _____ Anger _____Acceptance
_____ Other (Please specify) _____

It is natural for parents to get angry at their children. Parents of children with disability sometimes feel guilty about being angry at their children.

Do you ever get angry at your child? _____ Yes _____ No
Do you feel guilty when angry? _____ Yes ____ No
How do you handle that anger?
_____ I don't
_____ I exercise
_____ I take it out on my child
_____ I express the anger to my child
_____ I take it out on another child
_____ Other (Please specify) _____

Do you participate in a support group of parents of disabled children?
_____ Yes _____ No

Would you be interested in such a group? _____ Yes _____ No

Does having a disabled child create any of these problems for you?
_____ No time to myself
_____ No time for leisure activity
_____ No time to be alone with spouse
_____ Not enough time for other children
_____ Not enough rest
_____ Can't work

Are you utilizing any of the following services?
_____ Social Security (SSI or SSDI)
_____ Department of Public Social Services (General Relief, AFDT, Food Stamps, Medi-Cal)
_____ Department of Rehabilitation
_____ Other (Please specify) _____

Have you tried to obtain services from the following agencies?
_____ Social Security
_____ Department of Public Social Services
_____ Department of Rehabilitation _____ Other

Have you had problems with any of these agencies? If so, please specify agency and problems.

Who helps take care of your disabled child? (Please specify relationship, i.e., husband, child)

Do you feel that you are getting enough help? _____ Yes _____ No

Is the responsibility distributed equally? _____ Yes _____ No

How do you think other family members respond to your child's disability?

_____ Anger
_____ Acceptance
_____ Shame
_____ Embarrassment
_____ Other (Please specify) _____

Are there any needs you have pertaining to your disabled child that you would like help with? Specify _____

Are there any emotional issues you would like to deal with regarding your disabled child? Specify _____

## TEACHER AND STAFF NEEDS ASSESSMENT

The needs assessment is designed to allow us to develop an occupational therapy Independent Living Program that will allow all of us at Savanna High School to better meet the needs of the disabled student population. It is our goal to complement, not duplicate, the services already being provided by you.

We would benefit greatly in our efforts if you would fill out the following form. We have listed several goals/tasks that can characterize an ILS Program Curriculum. Please place and "X" in the appropriate slot indicating your assessment of the need for provision of each activity. Your cooperation and input are greatly appreciated. Thank you.

| | Is being provided adequately already | Is provided but needs more emphasis | Not provided but needs to be | Doesn't need to be | Isn't provided, needs to be but only should be provided by Spec. Ed. |
|---|---|---|---|---|---|
| Achieve academic success | | | | | |
| Academic skills | | | | | |
| Communication skills | | | | | |
| Making friends/ keeping friends | | | | | |
| Identify needs and resources | | | | | |
| Identifying options | | | | | |
| Solving problems/ making decisions | | | | | |
| Setting and achieving goals | | | | | |
| Developing judgment | | | | | |
| Managing personal crises | | | | | |

| | Is being provided adequately already | Is provided but needs more emphasis | Not provided but needs to be | Doesn't need to be | Isn't provided, needs to be but only should be provided by Spec. Ed. |
|---|---|---|---|---|---|
| Developing sensitivity to others and their problems | | | | | |
| Identifying/developing interests | | | | | |
| Understanding one's personality | | | | | |
| Skills identification and analysis | | | | | |
| Strengths and limitations identification | | | | | |
| Career exploration | | | | | |
| Values classification | | | | | |
| Understanding disability | | | | | |
| Developing positive self-esteem | | | | | |
| Developing positive self-confidence | | | | | |
| Understanding/utilizing community resources | | | | | |
| College exploration | | | | | |
| Self-care skills | | | | | |
| Home management skills | | | | | |
| Social/recreational skills | | | | | |

| | Is being provided adequately already | Is provided but needs more emphasis | Not provided but needs to be | Doesn't need to be | Isn't provided, needs to be but only should be provided by Spec. Ed. |
|---|---|---|---|---|---|
| Banking & budgeting skills | | | | | |
| Classroom skills | | | | | |
| Prevocational skills | | | | | |
| Job search skills | | | | | |
| Time management skills | | | | | |
| Food preparation skills | | | | | |
| Safety & emergency skills | | | | | |
| Utilizing community & school resources to attain goals | | | | | |
| Managing medical needs | | | | | |
| Sexuality & the disabled | | | | | |
| Attendant management | | | | | |
| Consumer rights & consumer affairs | | | | | |

Are there any needs of the students which we did not identify and which you think we need to address? Please identify.

| | |
|---|---|
| Grooming myself | Dressing myself |
| Using the bathroom | Feeding myself |
| Using telephone | Bathing myself |
| Managing money (do arithmetic, budgeting, etc. | |
| Conserving physical energy | Solve problems/make decisions |
| Prepare a meal | Shop for groceries |
| Drive car/take a driver's test | Use public transportation |
| Go on a job interview | Fill out forms |
| Find a job | Clean my room |
| Wash clothes | Schedule time |
| Make friends | Be in public comfortably |
| Eat in a restaurant | Meet new people |
| Date | Take a trip |
| Enjoy your spare time | Talk to your teachers |

Which of the following would you like to know more about?

| | |
|---|---|
| Doing volunteer work | Getting counseling services |
| Getting a job | Going to college |
| Legal affairs | Your disabilities |
| How to apply for SSI | How to budget |
| Adaptive equipment | |
| How to communicate with family and friends | |
| Sex and disability | |

Do you have any of these problems?

My parents don't understand me

My teachers don't understand me

I don't have enough friends

My parents over-protect me

I can't get around in my house or neighborhood because of my disability

There aren't enough leisure activities I can do

Do you feel comfortable asking your teacher or classmates for help?

Do you like the courses you are taking?

Do you think the courses you are taking are important?

On break, which do you do?

Talk to friends _____ Be alone _____ Read _____

Are you satisfied with your school performance?

Are you a good student?

# APPENDIX B: SAMPLE REPORTS

## ANAHEIM UNION HIGH SCHOOL DISTRICT

501 Crescent Way
Anaheim, California 92803

CONFIDENTIAL

OCCUPATIONAL THERAPY INDEPENDENT LIVING SKILLS PROGRAM

EVALUATION SUMMARY

Name: Yyy Yyyyy
Birthdate: __/__/__
School: Savanna High School

Date: 5-12-86
Age: 15
Placement: SDC/CH

### I. TESTS ADMINISTERED

Yyy Yyyyy was assessed on the following instruments by the Occupational Therapy Independent Living Skills Program staff of Savanna High School in the Spring 1985.

1. The *Satisfaction with Performance Scaled Questionnaire (SPSQ)*
2. The *Cantril Ladder*
3. The *High School Personality Questionnaire (HSPQ)*
4. *Piers-Harris Self-Concept Scale*
5. *Rotter Scale*
6. The *Activity Configuration Log*
7. The *Interest Checklist*

In addition, his needs in independent living as perceived by himself as well as by his parents were assessed through responses to a Needs Assessment Questionnaire. The *SPSQ* (instrument #1), and the *Cantril Ladder* (#2), are considered to evaluate the student's satisfaction with his current independent living status and his performance of tasks needed for successful independent living. The *HSPQ* (#3), the *Piers-Harris Self-Concept Scale* (#4), and the *Rotter Scale* (#5) are presumed to measure various traits that combine to form an overall personality and the first two reflect in part the extent to which the student perceives that he is accepted and respected by his peers. The results of these latter three assessments are important because they provide information about how well students adapt to and cope with their environment. Adaptation and coping skills are significant factors to successful transition into independent living. Finally, the *Activity Configuration Log* (#6) and the *Interest Checklist* (#7) provided information about how Yyy spends his time and indicated those activities in which he has an interest. Information gathered from these assessments enabled the identification of Yyy's goals and hopes for the future, his interests, and current pattern of daily activity.

### II. RESULTS

Results of the standardized assessments are reported in the following section. Scores falling within the ranges shown are suggestive of an "average performance."

Average Performance

| | |
|---|---|
| *HSPQ* | 4-7 |
| *Piers-Harris* | 51% |
| *Rotter* | 11-13 |

On the *HSPQ*, scores that fall either below 4 or above 7 are not considered to be average. There are also 14 different personality factors that are scored on a range from 1 to 10, with the average scores for each factor falling between 4 and 7.

The *Piers-Harris* examines 6 factors related to self-concept: behavior, intelligence and school status, physical appearance, anxiety, popularity, and happiness and satisfaction. The average score for each of these factors as well as for the overall score is 51%.

The *Rotter Scale* measures locus of control. Scores below 11 indicate a tendency toward a more internal locus of control and scores of more than 13 indicate a tendency toward a more external locus of control.

Each of the other four tests as well as the Needs Assessment are not standardized instruments and must be interpreted on an individual basis.

Yyy's scores on the *HSPQ* fell within the average range for Factor A, Factor B, Factor D, Factor F, Factor G, Factor H, Factor J, Factor O, and Factor Q. Yyy's score was 9 on Factor C (Emotionally Stable, Mature, Faces Reality), and Factor E (Dominant, Assertive, and Stubborn). Yyy scored 8 on Factor Q3 (Self-disciplined, Controlled, Self-respecting). Yyy scored 3 on Factor I (Tough Minded, Self-reliant, Rough), and Factor Q4 (Relaxed, Tranquil, Low Drive). On the *Piers-Harris*, his overall self-concept score was 96%. He did not score significantly below the average on any scale. His score of 9 on the *Rotter Scale* indicates his tendency toward a more internal locus of control.

## III. INTERPRETATION

### A. Independent Living Skills Needs

Yyy's parents feel that he has certain independent living skills needs. In particular, they feel he has select prevocational and social communication needs. Neither Yyy nor his parents feel that he has any daily living skills needs. Yyy does not feel that he has any independent living skill needs, although both his parents feel that he is only moderately happy and only moderately satisfied with his level of independence. Yyy's score of 6 out of 9 on the Cantril Ladder supports this notion.

### B. Personality and Interests

The measures that assessed personality and self-concept suggested that Yyy has a relatively high self-esteem, and views himself to be above average intellectually and in popularity. The scores also suggest that he is relatively mature, assertive, self-reliant, self-disciplined, and relaxed. Yyy has been observed to demonstrate these characteristics in one-to-one contact, but has also been observed to behave disruptively when with disruptive peers. Yyy indicated a variety of strong and casual interests on the Interest Check list, but his time log suggests that he plays only a spectator role in many of these activities.

### C. Future Goals and Needs

Results of the assessment suggest that Yyy has several independent living skill needs. His hopes for the future include being rich and famous with a big house and lots of cars and girl friends. Yet he still appears to need assistance in the areas of prevocational and social communication skills. Yyy's use of time appears to be quite sedentary and of a spectator nature although he indicates a range of interests. Yyy's goals for the future appear undeveloped and rather fantasy-oriented. Therefore the independent living skills program should emphasize participation in an array of activities including home management, social communication, prevocational, and leisure activities to assist in the transition from high school to satisfying independent living.

## IV. RATIONALE

Yyy's needs in prevocational skills and social communication skills interfere with his ability to perform at his maximum level of independence in the classroom and therefore require occupational therapy intervention for remediation.

## V. ACTION PLAN

A. Home Management

1. Yyy will demonstrate ability to write checks and balance checkbook.
2. Yyy will plan a minimum of one balanced meal for four people.
3. Yyy will compose five questions appropriate to task a prospective landlord when looking for apartments.

B. Prevocational Skills

1. Yyy will explore and participate in five new leisure interests.
2. Yyy will demonstrate the ability to work independently for 1 hour despite outside distractions.
3. Yyy will identify five possible occupations and the skills needed for successful participation in these occupations.
4. Yyy will identify five strengths and five weaknesses with assistance.
5. Yyy will explore training requirements for one possible occupation with assistance.

C. Social Communication Skills

1. Yyy will define and demonstrate examples of aggressive, assertive, and nonassertive behavior in role playing situations.
2. Yyy will identify and utilize appropriate behaviors in small group activities.
3. Yyy will verbalize feelings of anger and frustration verbally as they occur, to both parents and staff.
4. Yyy will demonstrate the ability to direct a group during group activities.
5. Yyy will cooperate with at least two peers in planning and giving a party.

## VI. PROGRESS

Yyy has participated in the Independent Living Skills Program since September 30, 1986, attending a group once a week to address the above goals. Since that time, Yyy has displayed disruptive behaviors and is resistant to participate in certain tasks, especially those requiring reading and writing skills. He does not seek assistance with difficult tasks but prefers to appear disinterested in the activity. He does, however, respond to limits and, when goaded, will participate.

Yyy has demonstrated the ability to write checks for a variety of daily expenses such as utility bills. He has successfully balanced his mock check book with assistance. Yyy took a leadership role in a cooking activity in which he was active in planning the meal, composing a shopping list, cooking the meal, and cleaning up the table and dishes. In an exercise of assertive behavior, Yyy demonstrated that he knew the difference between passive, assertive, and aggressive behavior.

Yyy's view of the future continues to be somewhat unrealistic so future groups will emphasize realistic goal setting in terms of the prevocational skills mentioned in Part V, Section B.

_____

Jacqueline M. Fein, OTR

# ANAHEIM UNION HIGH SCHOOL DISTRICT

501 Crescent Way
Anaheim, California 92803

CONFIDENTIAL

## OCCUPATIONAL THERAPY INDEPENDENT LIVING SKILLS PROGRAM

### EVALUATION SUMMARY

Name: Aaa Aaaaa — Date: 1-28-86
Birthdate: __/__/__ — Age: 16
School: Savanna High School — Placement: SDC/CH

### I. TESTS ADMINISTERED

Aaa Aaaaa was assessed with the following instruments by the Occupational Therapy Independent Living Skills Program staff of Savanna High School in the Spring 1985.

1. The *Satisfaction with Performance Scaled Questionnaire* (*SPSQ*)
2. The *Cantril Ladder*
3. The *High School Personality Questionnaire* (*HSPQ*)
4. The *Piers-Harris Self-Concept Scale*
5. The *Rotter Questionnaire*
6. The *Activity Configuration Log*
7. The *Interest Checklist*

In addition, his needs in independent living as perceived by himself as well as by his parents were assessed through responses to a Needs Assessment Questionnaire. The *SPSQ* (instrument #1), and the *Cantril Ladder* (#2), are considered to evaluate the student's satisfaction with his current independent living status and his performance of tasks needed for successful independent living. The *HSPQ* (#3), the *Piers-Harris Self-Concept Scale* (#4), and the *Rotter Questionnaire* (#5) are presumed to measure various traits that combine to form an overall personality, the first two reflecting in part the extent to which the student perceives that he is accepted and respected by his peers. The results of these latter three assessments are important because they provide information about how well students adapt to and cope with their environment. Adaptation and coping skills are significant factors to successful transition into independent living. Finally, the *Activity Configuration Log* (#6) and the *Interest Checklist* (#7) provided information about how Aaa spends his time and indicated those activities in which he has an interest. Information gathered from these assessments enabled the identification of Aaa's goals and hopes for the future, his interests, and current pattern of daily activity.

### II. RESULTS

Results of the standardized assessments are reported in the following section. Scores falling within the ranges shown are suggestive of an "average performance."

Average Performance

| | |
|---|---|
| *HSPQ* | 4-7 |
| *Piers-Harris* | 31% |
| *Rotter* | 11-13 |

On the *HSPQ*, scores that fall either below 4 or above 7 are not considered to be average. There are also 14 different personality factors that are scored on a range from 1 to 10, with the average scores for each factor falling between 4 and 7.

The *Piers-Harris* examines 6 factors related to self-concept: behavior, intelligence and school status, physical appearance, anxiety, popularity, and happiness and satisfaction. The average score for each of these factors as well as for the overall score is 51%.

The *Rotter Scale* measures locus of control. Scores below 11 indicate a tendency toward a more internal locus of control and scores of more than 13 indicate a tendency toward a more external locus of control.

Each of the other four tests as well as the Needs Assessment are not standardized instruments and must be interpreted on an individual basis.

Aaa's scores on the *HSPQ* fell into the average range on all factors except Factors B (Concrete Thinking, Less Intelligent), 3; C (Emotionally Stable, Mature), 8; D (Undemonstrative, Inactive), 3; E (Dominant, Assertive), 8; *I* (Guarded, Internally Restrained), 9; O (Self-assured, Free of Guilt) and Q2 (Self-sufficient, Resourceful), 8; and Q4 (Relaxed, Tranquil, Low Active), 3. On the *Piers-Harris*, his overall self-concept score was above average, 71%. Aaa did fall significantly below average on Factor II (Intellectual and School Status), 25% and Factor III (Physical Appearance and Attributes), 25%. Aaa's score of 12 on the *Rotter Scale* indicates that he tends to have a balanced locus of control.

## III. INTERPRETATION

A. Independent Living Skills Needs

Aaa reported that he is very satisfied with his independent living status, while his parents stated that they are only relatively satisfied with his performance in independent living tasks. Both Aaa and his parents feel that he needs help with daily living tasks (e.g., budgeting, cooking), social communication, and prevocational skills. Observations of Aaa indicate that he does not ask questions when he does not understand, but is attentive and willing to learn. On the *Cantril Ladder*, Aaa's score of 7 indicates that he is relatively dissatisfied with his independent living status.

B. Personality and Interests

The measures that assessed personality and self-concept suggested that Aaa views himself to be below average in Intellectual and School Status and relatively anxious. The scores also suggest that he tends to have an above- average self-esteem. Aaa has a wide range of interests although he participates in only a few of these activities regularly.

C. Future Goals and Needs

Results of the assessment suggest that Aaa has numerous independent living skill needs. His hopes for the future are to get a job and get married. Yet, he still appears to need assistance in the areas of daily living, prevocational, and social communication skills. Although he expresses strong interests in an variety of leisure activities, his participation in these activities is limited to a few. Therefore, the independent living skills program should emphasize participation in an array of activities including daily living, social communication, and leisure activities within the community and prevocational activities. Additionally, Aaa would benefit from goal orientation activities that can assist him in making the transition from high school to satisfying independent living.

## IV. RATIONALE

Aaa's needs in daily living skills, prevocational skills, and social communication skills interfere with his ability to perform at his maximum level of independence in the classroom and therefore require occupational therapy intervention for remediation.

## V. ACTION PLAN

A. Daily Living Skills

1. Aaa will plan one balanced meal without assistance.
2. Aaa will be able to prepare a dish from a recipe without assistance. @#1 = Aaa will plan a monthly budget based on minimum wage without assistance.
3. Aaa will participate in a community-sponsored activity for four weeks, once each week.
4. Aaa will take the bus from the school to this activity without assistance.

5. Aaa will lead the group during three cooking activities.

B. Prevocational Skills
1. Aaa will be able to identify four strengths and four weaknesses.
2. Aaa will be able to fill out a job application without assistance.
3. Aaa will identify four jobs of interest to him.
4. Aaa will identify four skills required for each of these jobs.
5. Aaa will realistically evaluate the potential of each job category he has chosen.
6. Aaa will interview one person currently working in each job category identified above that he feels is a realistic option.

C. Social Communication Skills
1. Aaa will ask for help/clarification as needed.
2. Aaa will initiate one appropriate conversation with his peers per group.
3. Aaa will evaluate his appearance and dress once per week for its effectiveness.

VI. RECOMMENDATIONS

In order to achieve these goals, Aaa will participate in the Occupational Therapy Independent Living Skills Program at Savanna High School. It is recommended that Aaa participate _____ from _____ to _____. This plan will be reviewed at the next Individualized Education Plan meeting.

_____
Vickie Pennington, M.A.,
OTR Occupational Therapy Program Coordinator

_____ _____ _____ _____
Student Date Parent or Guardian Date

_____ _____ _____
Special Education Teacher Date Other
Date

40

# APPENDIX C: POTENTIAL IEP GOALS

## PREVOCATIONAL SKILLS

### Knowledge of Self

1. Complete a minimum of three personality inventories
2. Complete a minimum of three skills inventories
3. Complete a minimum of one career/interest inventory
4. Discussion in a small group a minimum of three strengths and three areas of improvement.
5. Complete the "Strengths and Limitations List"
6. Complete a minimum of one values inventory
7. Discuss in a small group how values influence career choice
8. Write one paragraph each describing personality, skills, values, and interests
9. Participate in a videotape session discussing skills, personality, values, and interests
10. Participate in a feedback session with peers about the videotape sessions
11. Identify ten good work habits in a small group discussion
12. Identify a minimum of five reasons why good work habits are important
13. Describe personal work habits that are strengths and those that need improving
14. List, without cueing, five work skill strengths and five work skills that need to be improved
15. List and discuss five reasons for setting prevocational goals

### Knowledge of Options

1. Research a minimum of three careers of interest
2. Complete a Career Information Sheet on each of the three careers (training, education, and skills needed for each job)
3. Interview a minimum of one employer over the phone for career information
4. Visit a minimum of one employer at the work site and interview for career information
5. Discuss information obtained in interview with employer
6. Compile a list of job support agencies in community
7. Visit a minimum of one job support agency in the community
8. Discuss visit to job support agency in small group
9. Compile a list of job training agencies in the community
10. Visit a minimum of one job training agency in small group
11. Discuss visit to job training agency in small group

### Development of Skills

1. Complete a "Job Fact Sheet"
2. List a minimum of ten Want Ad words to know
3. Find two jobs of interest in the Want Ads
4. Obtain written references from three different people
5. List a minimum of ten job application words to know
6. Complete a minimum of two job applications without assistance
7. Write a resume with assistance
8. Write a cover letter to an employer with assistance

9. List five appropriate and five inappropriate behaviors in a videotaped mock job interview
10. Demonstrate the five appropriate behaviors in a videotaped mock job interview
11. Participate in a group feedback session about mock job interviews with peers
12. Identify methods for improving work habits
13. Participate in a minimum of two group work skills activities and discuss the skills needed for each activity
14. Exhibit a minimum of three appropriate work habits and behaviors throughout each work skills activity
15. Participate in a minimum of two individual work skills activities and discuss the skills needed for each activity
16. Identify methods for improving work skills (listed in #4 Self)
17. List and discuss in a small group five reasons to get along with co- workers and supervisors
18. Participate in a minimum of three videotaped role playing situations where co-worker and supervisor relations are a problem
19. Demonstrate the ability to follow through on job leads from a minimum of two of the following sources: newspapers, journals or magazines, job placement agencies, telephone directory
20. Write thank-you notes to all employers who visit the class, after site visits, after phone conversations, and after volunteer placements where applicable.
21. Participate in a minimum of one volunteer placement
22. Teach one work skills activity of choice to small group of peers
23. Participate in feedback session with peers about teaching activity
24. Practice taking a minimum of one general employment test
25. Exhibit a minimum of three appropriate work habits and behaviors throughout each work skills activity
26. Take the bus to and from a job-related outing independently
27. Demonstrate the ability to solve problems that might arise on the job
28. Demonstrate the ability to follow through with plans to achieve prevocational goals

### Action Plan

1. List work-related goals
2. Compare work goals to previously listed work goals
3. Discuss whether work goals are appropriate and/or realistic
4. Design a realistic occupational plan
5. Develop Action Plan A for achieving those goals
6. Develop Action Plan B in case Action Plan A doesn't work
7. List persons/agencies in the community who can assist in the implementing of the Action Plans upon graduation
8. Find a job of interest available in the community
9. Apply for that job
10. Interview for that job
11. Utilize knowledge of job training agencies to improve work skills if necessary prior to achieving work goals

## SOCIAL COMMUNICATION SKILLS

### Knowledge of Self

1. Participate in videotaped role playing situation regarding current stressful situation
2. Participate in a discussion receiving feedback about the videotaped sessions

3. Teach a small group of peers an activity of choice
4. Participate in a feedback session about performance as a group leader
5. Participate in a feedback session about behavior as a group member
6. Identify social communication skills, strengths, and limitations
7. Participate in a small group discussion about different types of disabilities
8. List and discuss a minimum of five reasons why you should respect other human beings
9. Discuss why social communication skills are important
10. Express a minimum of one positive statement about self during each session
11. Express a minimum of one positive statement about group members during each session
12. Discuss in small group of peers how other people see you
13. Discuss in small group of peers importance of listening skills
14. List and discuss five reasons for setting social communication skills goals
15. Through the use of activities, identify and explore values in the areas of dating, friendship, and life satisfaction
16. Identify three choices made in the last week and discuss the values underlying these decisions
17. Identify one setback in the last 3 months, list three lessons you have learned from that experience

## Knowledge of Options

1. Identify and discuss five assertive, aggressive, and passive behaviors in small group situations
2. Identify the appropriate behavior for a minimum of five different social situations
3. Participate in small group discussion about different types of disabilities
4. Discuss in a small group how persons can compensate socially for lack of skills in some other areas
5. Identify appropriate behaviors for answering and asking questions on the telephone
6. Participate in a minimum of two phone calls to social/leisure agencies for information about services available
7. Identify a minimum of five support agencies in the community
8. Identify one of the agencies that could be providing you a service currently
9. Discuss in a small group the effects of "body language" in social situations
10. Discuss in small group of peers the importance of listening skills
11. List and discuss five reasons for setting social communication skills goals
12. Given hypothetical situations at home, school, and dating, role play different responses one could give.
13. Participate in feedback regarding the effect of those responses on other individuals.

## Development of Skills

1. Participate in a videotaped roleplaying situation demonstrating examples of assertive, aggressive, and passive behaviors.
2. Teach a small group of peers and activity of choice
3. Participate in a minimum of two activity groups led by peers
4. Participate in a feedback session about behavior as a group member
5. Participate in a minimum of two role playing situations on the telephone
6. Participate in a minimum of two phone calls to social/leisure agencies for information about services available
7. Participate in one small group field trip for social or leisure activities
8. Obtain the services available from that agency
9. Demonstrate the ability to solve problems that might arise in social situations
10. Demonstrate the ability to follow through with plans to achieve stated goals in the area of social communication
11. Participate in role playing situations acting out different body language situations
12. Utilize good body language in all small group activities

13. Utilize good listening skills in all small group activities

### Development of a Plan

1. List social communication skills goals
2. Identify methods and options for achieving social communication skills goals
3. Participate successfully in these two new social/leisure activities
4. Participate in one small group field trip for a social or leisure activity
5. Obtain the services available from that agency
6. Demonstrate the ability to follow through with plans to achieve stated social communication skills goals
7. Identify a realistic difficult social situation at work. Based on previous skills, develop two plans on how to respond
8. Carry out number 7 for situation at home in personal life

## DAILY LIVING SKILLS

### Knowledge of Self

1. Keep a daily grooming and hygiene chart
2. List personal care activities that are of interest to learn
3. List and discuss five reasons for setting daily living skills goals
4. Identify all home care activities that need to be performed in 1 week. Identify which activities are of interest to learn.
5. Identify personal care tasks that require assistance and discuss why they require assistance
6. Same as number 6 for home
7. Same as number 6 for school
8. List three preferences for independent living (i.e., location, type of residence)
9. Identify what type of clothing is your preference
10. List five personal financial demands associated with living independently
11. List five reasons to vote

### Knowledge of Options

1. At a grocery store, select "best buys" when given similar items of different brands in amounts of less that $5, $10, or $25
2. Identify the difference between appropriate and inappropriate dress in five different social situations
3. List a minimum of ten good grooming and hygiene habits
4. Demonstrate knowledge of physical fitness, nutrition, and weight control; a. make a chart of weekly exercise plan, and b. make a chart of daily calorie intake)
5. Discuss in a small group of peers citizenship rights and responsibilities
6. List a minimum of five independent living support agencies in the community
7. Following visits to the community agencies, discuss the various services offered with a small group of peers. Determine if any could be useful.
8. Discuss a visit to the Social Security Office with a small group of peers.
9. Visit and meet with a counselor in the Social Security Administration Office
10. Discuss Social Security benefits which apply to you now and in the future
11. Discuss the visit to the Social Security office with a small group of peers
12. Demonstrate knowledge of traffic rules and safety practices

13. Scan weekly newspaper for living situations. Discuss various options in living
14. Discuss two alternatives to weekly shopping
15. Discuss alternative methods to baking
16. Identify three problems when performing daily activities and problem solving alternatives

## Development of Skills

1. At a grocery store, identify money and make change for purchases of up to $25, $50, or $100
2. Conduct purchases of up to $25 utilizing coupons toward purchases
3. Purchase items up to $25 utilizing a mock checking account
4. Utilize a calculator to keep check book balanced
5. Open and utilize a checking account
6. Complete tax forms and calculate taxes or identify alternative methods
7. Demonstrate appropriate dress for a job interview in an area of interest
8. Exhibit proper grooming and hygiene for the work place
9. Demonstrate knowledge of common illness prevention and treatment
10. Demonstrate knowledge of the financial and psychological demands of marriage and family life
11. Purchase the food for one balanced meal for four people.
12. Supervise a small group in the cooking of one balanced meal for four people; a. copy recipes accurately onto card files, and b. demonstrate the ability to follow simple recipes
13. Cook one balanced meal independently
14. Demonstrate appropriate table manners
15. Demonstrate the ability to clean kitchen area and kitchen utensils
16. Demonstrate the ability to utilize adaptive kitchen equipment safely
17. Demonstrate the ability to store food properly
18. At a laundromat, demonstrate the ability to wash clothing made of different materials
19. Demonstrate the ability to iron clothes made from different types of materials
20. Perform simple mending tasks
21. Demonstrate the ability to operate all basic home appliances safely
22. Demonstrate the ability to follow through with basic safety procedures for minor home emergencies
23. Utilize public transportation in getting to and from the grocery store independently
24. Utilize public transportation for all daily living responsibilities independently
25. Pass the drivers license exam and drive a car; a. pass written test and get permit, and b. pass driving test
26. Operate an electric weelchair independently and safely
27. Complete a minimum of two apartment applications without assistance
28. Complete a typical budget for one person for 1 month without assistance.
29. Complete a typical budget for one person for 1 month making minimum wage.
30. Complete a budget for the "move in" costs for an average two-bedroom apartment in the area

## Development of Plan

1. List grooming and hygiene goals
2. Plan a minimum of one balanced meal for four people
3. Cook one balanced meal independently
4. Demonstrate the ability to solve problems that arise in all daily living situations.
5. In conjunction with parents, develop at least two plans for living situations following graduation.

## LEISURE SKILLS

### Knowledge of Self

1. Complete a minimum of two interest inventories
2. List a minimum of five reasons why leisure activities are important
3. Choose two leisure activities of interest and write a paragraph on each entitled "I will enjoy participating in _____ because . . ."
4. List five leisure activities and identify whether they are performed alone or with others
5. List five leisure activities and identify whether they are sedentary or active
6. Discuss in a small group how leisure skills affect one's quality of life

### Knowledge of Options

1. Visit a minimum of three leisure activity sites, e.g., ice skating
2. rink, bowling alley, etc.
3. Compile a list of leisure agencies in the community
4. Participate in a small group discussion about different leisure activities
5. Watch a film about a new sport or hobby, e.g., skiing, sailing, horseback riding, etc.
6. Research a minimum of three leisure activities
7. Interview a minimum of one individual over the phone regarding leisure skills
8. Visit a minimum of one agency providing leisure activities in the community, e.g., YMCA, parks and recreation
9. Go to a hobby store and choose a new activity to buy

### Development of Skills

1. Teach a small group of peers a leisure activity of choice
2. Telephone one leisure setting to learn about what they offer
3. Participate in a minimum of two leisure activities in the community and discuss five skills needed for each activity
4. List the skills necessary for a leisure activity of choice
5. Complete one hobby activity chosen at a hobby store
6. Develop a phone list for the phone numbers of friends to contact regarding participation in leisure activities
7. Participate in one new activity of choice that can be performed independently
8. Participate in one new activity of choice that is free
9. Participate in one new activity of choice that requires others to perform

### Development of Plan

1. Develop a plan for participating in two leisure activities
2. Develop a leisure plan for 1 month
3. Develop a leisure plan for Christmas and Easter vacations
4. Discuss whether leisure goals are realistic in terms of time, skills, and money
5. List persons who can participate in each leisure activity with you
6. Discuss as a group a leisure activity in which you may participate and develop a plan to participate in that activity

# APPENDIX D: LESSON PLANS

## Contributors

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## Knowledge of Self

These activities assist the students with gaining a better understanding and acceptance of their assists and limitations and the assets and limitations of their peers.

## Prevocational Skills Activity

**Objective:** Students will gain an awareness of important work skills and their strengths and limitations in this area

**Materials:** Lists of work performance skills, paper, pencils
**Activity:**

1. In a small group, discuss what prevocational skills are, how everyone has different skills, and the importance of being aware of one's strengths and limitations in this area
2. Discuss the following list of work performance skills
   a. Endurance: How long you work on an activity
   b. Dexterity: The ability to manipulate objects
   c. Accuracy: How correct your work is
   d. Speed and Pacing: How fast and smoothly your work flows
   e. Tool Use, Awareness, and Safety: Knowledge of potential hazards and necessary precautions
   f. Decision Making: Choosing between two or more alternatives
   g. Following and Remembering Oral and Written Directions: Understanding, carrying out and remembering what to do
   h. Learning New Skills and Routines: Ability to adapt to changes in your job
   i. Perseverence, Sustaining Effort: Sticking to a job until it has been completed
   j. Organization of Work: Setting up your task or work place to make it easy and efficient
   k. Attention to Detail and Quality: Seeing the little things; desiring to do a job well
   l. Concentration: Staying with the task; not being distracted
   m. Dividing Attention Among Several Aspects of the Job: Being able to deal with more than one thing at a time
   n. Problem Solving: Identifying, analyzing, and solving a problem
   o. Recognizing and Correcting Errors: Seeing and fixing mistakes
   p. Working Under Pressure: Dealing effectively with stress
   q. Initiation: Ability to get yourself started
   r. Initiating and Tolerating Changes: Recognizing the need for a change and accepting change
   s. Tolerating Repetition: Completing activities that are boring

3. Ask students to select, rank, and discuss their five strongest work performance skills. Ask students to select, rank and discuss their three biggest limitations in work performance skills
4. Discuss how limitations can be turned into strengths
5. Ask students to relate their self assessments to jobs that they are interested in pursuing
6. Discuss students' reactions to this activity

## Social/Communication Skills Activity

**Objective:** Students will learn the difference between aggression, passivity, and assertion. Through self-assessment, students will gain an awareness of how assertive they are

**Materials:** Assertiveness assessment, paper, pencils

**Activity:**

1. In a small group, discuss the difference between aggression, assertion, and passivity. Discuss reactions of others to each of these modes of interaction
2. Ask students to answer true or false to the following assertiveness assessment
   a. _____ It is hard for me to make decisions. .ls1
   b. _____ I avoid possibly embarrassing situations.
   c. _____ I tell people how I feel.
   d. _____ I often "fly off the handle."
   e. _____ I do not apologize if I don't feel I should.
   f. _____ It is hard for me to look someone straight in the eye when I'm talking to him or her.
   g. _____ I usually complain if I get poor service in a restaurant.
   h. _____ I often make decisions for others and tell them what to do.
   i. _____ I thank someone if he or she compliments me.
   j. _____ I introduce myself first to strangers.
   k. _____ I feel comfortable turning down a date.
   l. _____ I feel comfortable telling a joke.
   m. _____ If someone is bothering me, I tell him or her.
   n. _____ I can accept a rejection and move on.
   o. _____ I apologize a lot for my requests or beliefs.
   p. _____ It is hard for me to start a conversation with a stranger.
   q. _____ It is hard for me to compliment others.
   r. _____ I would rather apply for a job through a letter than a face-to-face interview.
   s. _____ I usually do what my teachers, parents, and friends tell me without questioning them.

**Key to the Assessment:** An assertive person usually answers true to numbers 3, 5, 7, 9, 10, 11, 12, 13, 14 and false to the rest. (Adapted from quiz developed by Dr. Gail McClain, Women's Counseling Services of Knoxville, University of Tennessee.)

3. Discuss the students' reactions to the results of the assessment

## Leisure Skills Activity

**Objective:** Students will define what leisure activities are and will identify the leisure activities they enjoy through completing a "self-collage." Students will develop a greater awareness of the objects and activities that interest them.

**Materials:** Magazines, markers, construction paper, scissors, glue

**Activity:**

1. In a small group, discuss the following questions about leisure activities.
   a. What is leisure?

b. What are leisure activities?
c. When do people engage in leisure activities?
d. Why are leisure activities important?

2. Ask students to create a "self-collage" by cutting out pictures and/or making drawings which represent the leisure activities that they enjoy doing
3. Ask students to present and explain their self-collages to the group
4. Discuss students' reactions to this activity

## Daily Living Skills Activity

**Objective:** Through small group discussion, students will gain a greater awareness of their feeling and the feelings of their peers about being disabled and the daily living activities that are difficult because of their disabilities.

**Materials:** Chalkboard, chalk

**Activity:**

1. In a small group, ask each student to name his/her disability
2. Ask students to describe what they know about their disability
3. Write the name of each disability on the chalkboard. Ask the students to list under their disabilities the daily living activities that are difficult for them to do
4. Ask the students to share their feelings about their disabilities with each other
5. Ask students to identify specific daily living activities that they would like to be able to perform better
6. Discuss students' reactions to this activity

Other lesson plans to help students gain a knowledge of self could include:

7. personality questionnaires
8. skills analysis exercises
9. strengths and limitations lists
10. career interest inventories
11. occupational choice process activities
12. values clarification exercises

## Knowledge of Options

Because the life and work experiences of the students with disabilities may be limited by their disabilities, these activities expose the students to different educational and vocational options. It is believed that knowledge of these options will help the students make informed choices about their lives.

## Prevocational Skills activity

**Objective:** The students will gain a better understanding of career options by visiting the campus career center or library and becoming familiar with the Dictionary of Occupational Titles, Occupational Outlook Handbook, college and trade school catalogs, and other available resources.

**Materials:** Career center or library, Dictionary of Occupational Titles, Occupational Outlook Handbook, college and trade school catalogs, other vocational and educational resources, paper, pencils.

**Activity:**

1. Orient the students to the various resources in the career center or library and demonstrate how to use the resources
2. Ask each student to identify at least one vocation of interest and research it using the available resources

3. After researching a vocation, ask each student to identify the training requirements, necessary skills, education, job availability, salary range, and working conditions of his or her selected vocation
4. In a small group, ask each student to present the above information about the vacation he or she has researched
5. Discuss students' reactions to this activity

Note: This activity may be most appropriate for students who are in the eleventh and twelfth grades and have an awareness of their interests, skills, strengths, and limitations.

## Social/Communication Skills Activity

Objective: Through role playing difficult social situations, students will gain an awareness of a range of different social behaviors. Students will also have an opportunity to try deferent responses to difficult social situations in a non- threatening setting.

Materials: "Squirms" or any other game that presents difficult adolescent social situations for role playing

Activity:
1. In a small group, ask students to share difficult social situations that they have experienced and why the situations were difficult for them
2. Discuss the value of role playing difficult social situations
3. Ask students to role play difficult social situations characteristic of their age group. ("Squirms" is a good resource for adolescent social situations.)
4. Discuss students' reactions to different social situations
5. Discuss students' reactions to this activity.

## Leisure Skills Activity

Objective: Each student will complete a "Favorite Activities Chart" (see following page) by listing actual as well as desired leisure activities. The students will gain an awareness of the practical side of planning activities and how this may affect their choices of leisure activities. Students will also continue to define their interests.

Materials: "Favorite Activities Chart," newspapers, telephone, telephone books, pencils

Activity
1. Ask students to think of at least five activities that they have enjoyed or feel they might enjoy during their leisure time
2. Ask each student to use newspapers or a telephone to determine the cost, time, location, and transportation required for their activities
3. Ask each student to read his or her chart to the group
4. Ask students to share what they find interesting or exciting about each others' activities
5. Discuss students' reactions to this activity

## Daily Living Skills Activity

Objective: Students will learn about the options available to individuals with disabilities from an individual who has learned to cope successfully with his or her disability and is living as independently as possible.

Materials: Guest speaker, videotape machine (if desired to record discussion for other students)

**Activity:**

1. Invite an individual who has a disability to speak to the students about the options available to individuals with disabilities and how, given these options, one can cope successfully with disability and live as independently as possible.
2. Encourage students to ask the speaker questions and express their concerns about their future.
3. Discuss students' reactions to this activity

**Other lesson plans** to help students gain knowledge of their options could include:

1. Inviting representatives from community agencies (for example, DR, ADEPT, WCIL) to speak to students about how to obtain needed services
2. Inviting employers who recruit and hire individuals with disabilities to speak to students about options in the job market
3. Inviting a community college student who has a disability to speak to students about life in college for a student with a disability
4. Showing films about individuals with disabilities who are living satisfying lives independently.

## DEVELOPMENT OF INDEPENDENT LIVING SKILLS

These activities assist students with the development of the skills that are necessary for them to live satisfaction lives as independently as possible.

### Prevocational Skills Activity

**Objective:** The students will gain an awareness of where to look for jobs in general and they will demonstrate the ability to find an appropriate job advertisement in the newspaper want ad section

**Materials:** "Job Information Sheet," local newspapers, pencils

**Activity:**

1. Discuss with students methods of finding job opportunities (for example, want ads, job placement bulletin boards, personal contacts)
2. Discuss organization of newspaper want ads and how to find a job opening in an area of interest
3. Ask each student to find one interesting and appropriate want ad
4. Discuss the skills needed and the questions to ask when calling an employer about a job opening. (Use the "Job Information Sheet" or students can develop questions.)
5. Ask students to role play telephone calls to employers about job openings
6. Ask each student to complete the "Job Information Sheet" (see next page) for at least one job opening
7. Discuss students' reactions to this activity

# APPENDIX D: LESSON PLANS

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## Knowledge of Self

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### Prevocational Skills Activity

Objective: Students will gain an awareness of important work skills and their strengths and limitations in this area

Materials: Lists of work performance skills, paper, pencils

Activity:

1. In a small group, discuss what prevocational skills are, how everyone has different skills, and the importance of being aware of one's strengths and limitations in this area
2. Discuss the following list of work performance skills
   a. Endurance: How long you work on an activity
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   c. Accuracy: How correct your work is
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   e. Tool Use, Awareness, and Safety: Knowledge of potential hazards and necessary precautions
   f. Decision Making: Choosing between two or more alternatives
   g. Following and Remembering Oral and Written Directions: Understanding, carrying out and remembering what to do
   h. Learning New Skills and Routines: Ability to adapt to changes in your job
   i. Perseverance, Sustaining Effort: Sticking to a job until it has been completed
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   k. Attention to Detail and Quality: Seeing the little things, desiring to do a job well
   l. Concentration: Staying with the task, not being distracted
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4. Discuss how limitations can be turned into strengths
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6. Discuss students' reactions to this activity

## Social/Communication Skills Activity

**Objective**: Students will learn the difference between aggression, passivity, and assertion. Through self-assessment, students will gain an awareness of how assertive they are

**Materials**: Assertiveness assessment, paper, pencils

**Activity**:

1. In a small group, discuss the difference between aggression, assertion, and passivity. Discuss reactions of others to each of these modes of interaction
2. Ask students to answer true or false to the following assertiveness assessment
   a. _____ It is hard for me to make decisions.
   b. _____ I avoid possibly embarrassing situations.
   c. _____ I tell people how I feel.
   d. _____ I often "fly off the handle."
   e. _____ I do not apologize if I don't feel I should.
   f. _____ It is hard for me to look someone straight in the eye when I'm talking to him or her.
   g. _____ I usually complain if I get poor service in a restaurant.
   h. _____ I often make decisions for others and tell them what to do.
   i. _____ I thank someone if he or she compliments me.
   j. _____ I introduce myself first to strangers.
   k. _____ I feel comfortable turning down a date.
   l. _____ I feel comfortable telling a joke.
   m. _____ If someone is bothering me, I tell him or her.
   n. _____ I can accept a rejection and move on.
   o. _____ I apologize a lot for my requests or beliefs.
   p. _____ It is hard for me to start a conversation with a stranger.
   q. _____ It is hard for me to compliment others.
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   s. _____ I usually do what my coaches, parents, and friends tell me without questioning them.

   Key to the Assessment: An assertive person usually answers true to numbers c, e, g, i, j, k, l, m, o and false to the rest. (Adapted from quiz developed by Dr. Gail McClain, Women's Counseling Service of Knoxville, University of Tennessee.)
3. Discuss the students' reactions to the results of the assessment

## Leisure Skills Activity

**Objective**: Students will define what leisure activities are and will identify the leisure activities they enjoy through completing a "self- collage." Students will develop a greater awareness of the objects and activities that interest them.

**Materials**: Magazines, markers, construction paper, scissors, glue

Activity:

1. In a small group, discuss the following questions about leisure activities.
   a. What is leisure?
   b. What are leisure activities?
   c. Where do people engage in leisure activities?
   d. Why are leisure activities important?
2. Ask students to create a "self-collage" by cutting out pictures and/or making drawings which represent the leisure activities that they enjoy doing
3. Ask students to present and explain their self-collages to the group
4. Discuss students' reactions to this activity

## Daily Living Skills Activity

Objective: Through small group discussion, students will gain a greater awareness of their feeling and the feelings of their peers about being disabled and the daily living activities that are difficult because of their disabilities.

Materials: Chalkboard, chalk

Activity:

1. In a small group, ask each student to name his/her disability
2. Ask students to describe what they know about their disability
3. Write the name of each disability on the chalkboard. Ask the students to list under their disabilities the daily living activities that are difficult for them to do
4. Ask the students to share their feelings about their disabilities with each other
5. Ask students to identify specific daily living activities that they would like to be able to perform better
6. Discuss students' reactions to this activity

Other known plans to help students gain a knowledge of self could include:

1. Personality questionnaires
2. Skills analysis exercises
3. Strengths and limitations lists
4. Career interest inventories
5. Occupational choice process activities
6. Values clarification exercises

## Knowledge of Options

Because the life and work experiences of the students with disabilities may be limited by their disabilities, these activities expose the students to different educational and vocational options. It is believed that knowledge of these options will help the students make informed choices about their lives.

## Prevocational Skills activity

Objective: The students will gain a better understanding of career options by visiting the campus career center or library and becoming familiar with the *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, college and trade school catalogs, and other available resources.

Materials: Career center or library, *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, college and trade school catalogs, other vocational and educational resources, paper, pencils

Activity:

1. Orient the students to the various resources in the career center or library and demonstrate how to use the resources.
2. Ask each student to identify at least one vocation of interest and research it using the available resources.
3. After researching a vocation, ask each student to identify the training requirements, necessary skills, education, job availability, salary range, and working conditions of his or her selected vocation.
4. In a small group, ask each student to present the above information about the vocation he or she has researched.
5. Discuss students' reactions to this activity.

Note: This activity may be most appropriate for students who are in the eleventh and twelfth grades and have an awareness of their interests, skills, strengths, and limitations.

## Social/Communication Skills Activity

Objective: Through role playing difficult social situations, students will gain an awareness of a range of different social behaviors. Students will also have an opportunity to try different responses to difficult social situations in a non- threatening setting.

Materials: "Squirms" or any other game that presents difficult adolescent social situations for role playing.

Activity:

1. In a small group, ask students to share difficult social situations that they have experienced and why the situations were difficult for them.
2. Discuss the value of role playing difficult social situations.
3. Ask students to role play difficult social situations characteristic of their age group. ("Squirms" is a good resource for adolescent social situations.)
4. Discuss students' reactions to different social situations.
5. Discuss students' reactions to this activity.

## Leisure Skills Activity

Objective: Each student will complete a "Favorite Activities Chart" (Figure A), by listing actual as well as desired leisure activities. The students will gain an awareness of the practical side of planning activities and how this may affect their choices of leisure activities. Students will also continue to define their interests.

Materials: "Favorite Activities Chart," newspapers, telephone, telephone books, pencils

Activity:

1. Ask students to think of at least five activities that they have enjoyed or feel they might enjoy during their leisure time.
2. Ask each student to use newspapers or a telephone to determine the cost, time, location, and transportation required for their activities.
3. Ask each student to read his or her chart to the group.
4. Ask students to share what they find interesting or exciting about each others' activities.
5. Discuss students' reactions to this activity.

### Daily Living Skills Activity

**Objective:** Students will learn about the options available to individuals with disabilities from an individual who has learned to cope successfully with his or her disability and is living as independently as possible.

**Materials:** Guest speaker, videotape machine (*if* desired to record discussion for other students)

**Activity:**

1. Invite an individual who has a disability to speak to the students about the options available to individuals with disabilities and how, given these options, one can cope successfully with disability and live as independently as possible.
2. Encourage students to ask the speaker questions and express their concerns about their future.
3. Discuss students' reactions to this activity

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1. Inviting representatives from community agencies (for example, DR, ADEPT, WCIL) to speak to students about how to obtain needed services
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4. Showing films about individuals with disabilities who are living satisfying lives independently.

## DEVELOPMENT OF INDEPENDENT LIVING SKILLS

These activities assist students with the development of the skills that are necessary for them to live satisfactory lives as independently as possible.

### Prevocational Skills Activity

**Objective:** The students will gain an awareness of where to look for jobs in general and they will demonstrate the ability to find an appropriate job advertisement in the newspaper want ad section

**Figure A - Favorite Activities Sheet**

**Actual Activity:** list leisure activities in which you have participated in the last 2 months.

| Activity | Location | Alone/with | Others | Cost |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

**Desired Activity:** list new leisure activities which you have discovered over the past 3 weeks and would like to try

| Activity | Location | Alone/with | Others | Cost |
|---|---|---|---|---|
| 1. | | | | |
| 2. | | | | |
| 3. | | | | |

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**Materials**: "Job Information Sheet" (Figure B), local newspapers, pencils

**Activity**:

1. Discuss with students methods of finding job opportunities (for example, want ads, job placement bulletin boards, personal contacts)
2. Discuss organization of newspaper want ads and how to find a job opening in an area of interest
3. Ask each student to find one interesting and appropriate want ad
4. Discuss the skills needed and the questions to ask when calling an employer about a job opening. (Use the "Job Information Sheet" or students can develop questions.)
5. Ask students to role play telephone calls to employers about job openings
6. Ask each student to complete the "Job Information Sheet" (see next page) for at least one job opening
7. Discuss students' reactions to this activity

## Social/Communication Skills Activity

**Objective**: Students will identify ways of expressing anger. Students will identify and demonstrate one appropriate and one inappropriate way to express anger in the same social situation. Students will critique each others' methods of expressing anger.

**Materials**: Videotape machine and camera

**Activity**:

1. Discuss with students the meaning of anger, its purpose, its uses, and its limitations. Stress that anger can be useful if it is communicated properly.
2. Ask students to think about what makes them angry and to describe how they feel when they are angry
3. Ask students to describe what they do when they are angry and what are the usual consequences of their actions
4. Ask students to identify three social situations that make them angry

**Figure B - JOB INFORMATION SHEET**

Job Title:

Training Required:

Education Required:

Skills Needed:

Location:

Hours and Wages:

Attach the want ad here

5. Ask each student to select one social situation and to role play an appropriate and an inappropriate method of expressing anger in that situation
6. Videotape the students' methods of expressing anger
7. Show videotape to the group and ask each student to critique his or her methods of expressing anger and allow the group to critique each others' methods of expressing anger
8. Discuss the students' reactions to this activity

## Leisure Skills Activity

**Objective:** Students will demonstrate the ability to choose and organize a group leisure activity. Students will develop their organizational and leadership skills and have an opportunity to participate in different leisure activities

**Materials:** Each student must decide what materials are necessary for his or her activity of choice

**Activity:**

1. Ask each student to select an activity in which he or she will lead the group
2. Ask each student to plan what materials are necessary and in what quantity for his or her activity
3. Allow each student to instruct the group on how to participate in activity and to answer the group's questions. Each student must also be in charge of clean-up after the activity has been completed
4. Discuss the students' reactions to this activity

Note: Allow each student to plan and prepare for his or her activity 1 week in advance.

## Daily Living Skills Activity

**Objective:** Students will participate in an apartment hunting exercise and will demonstrate the ability to ask appropriate questions to obtain necessary information

**Materials:** Advertisement section of local newspaper, telephone, "Apartment Hunting Sheet" (Figure C)

**Activity:**

1. Demonstrate how to locate an apartment advertisement in the newspaper and discuss common abbreviations and terms
2. Ask students to find one ad for an appropriate apartment
3. Role play a telephone call to a landlord using the "Apartment Hunting Sheet" or the students' questions
4. Ask the students to actually call the ads they have chosen and ask the landlords the necessary questions
5. Ask students to explain why they chose the apartments that they did and to share the information they learned
6. Discuss students' reaction to this activity

**Other lesson plans could focus on development of skills in the following areas:**

1. Self-care
2. Home management
3. Community mobility
4. Leisure
5. Banking and budgeting
6. Problem solving and decision making
7. Job search
8. Time management
9. Food preparation

8. Time management
9. Food preparation
10. Safety and emergency procedures
11. Community and school resource utilization
12. Management of medical needs
13. Attendant management

## DEVELOPMENT OF ACTION PLANS

These activities assist the students in developing plans to achieve their goals for their futures.

**Figure C - APARTMENT HUNTING SHEET**

Answer the following questions using information obtained from the advertisement or from your telephone call.

How much is the rent?

How much is the move-in cost?
What does that include?

Is the rent month to month or do I sign a lease?
If it is a lease, how long is the lease?

Does the rent include utilities?
Which utilities?

Do I have to fill out an application form?

Where is the apartment located?

When will the apartment be available for me to move in?

Does the apartment building have laundry facilities?

Is there a minimum age requirement to be able to rent the apartment?

Place your ad here

## Prevocational Skills Activity

**Objective:** Each student will choose two areas of career interest and arrange to do 10 hours of volunteer work in each area. Through this activity, students will learn to choose a vocation based on an awareness of their interests, strengths, limitations, and skills, and develop a plan to accomplish their career goal. Students will also gain valuable work experience.

**Materials:** *Dictionary of Occupational Titles*, *Occupational Outlook Handbook*, school catalogs, other vocational resources, interest inventories, strengths and limitations, lists, personality questionnaires, skills assessments, newspapers, telephone, telephone books, transportation

**Activity:**

1. Provide students with interest inventories, strengths and limitations lists, personality questionnaires, and skills assessments that they completed during previous group sessions. Also provide students with vocational manuals and resources, newspapers, and telephone books
2. Ask students to choose two areas of interest in which they would like to gain some work experience
3. Ask students to write down the steps they plan to take to actually gain experience in each area
4. Ask students to contact employers to arrange for voluntary job placement
5. Have students evaluate their plans of action to see if they could have accomplished goals an easier way or more quickly
6. Discuss students' reactions to this activity

**Figure D - SOCIAL SKILLS CONTRACT**

I want to be able to:

By _____, I will be able to:

My plans to reach my goal are:

Plan A:

Plan B:

Plan C:

My group suggests that I could:

For 2 weeks I will follow my plans to improve my social skills.

_____ _____

Student's Signature OTR's Signature

## Social/Communication Skills Activity

**Objective:** Each student will choose an area in which he or she feels a lack of social/communication skills and will develop a plan detailing how he or she will improve his or her skills in that area.

**Materials:** "Social Skills Contract" (Figure D), pencils

**Activity:**

1. Ask students to think about their social/communication skills
2. Review "Social Skills Contract" (see following page) and give an example of how to complete it
3. Ask each student to choose a social/communication skills that he or she would like to improve and to complete a "Social Skills Contract"
4. Ask students to read their contracts to the other group members
5. Encourage students to give each other feedback about their plans
6. Explain to the students that they are expected to follow their plans for at least 2 weeks
7. Discuss students' reactions to this activity

## Leisure Skills Activity

**Objective:** Students will choose an activity that they would like to do as a group outing. Students will determine the cost, location, and transportation for the activity and will, as a group, plan the entire activity

**Materials:** Students will plan for an obtain the necessary materials, "Activity Plan," pencils

**Activity:**

1. Ask students to choose an activity that they would like to participate in as a group outing
2. Ask students to plan entire activity including the cost, location, date, transportation, etc.
3. Ask students to complete an "Activity Plan" (Figure E) as a group
4. Have students participate in their activity
5. Discuss students' reactions to this activity

**Figure E - ACTIVITY PLAN**

Our group has chosen to:

Date:

Time:

Location:

Cost per person:

Transportation:

We will need to bring:

The following people will participate in this activity: (obtain students' signatures)

## Daily Living Skills Activity

**Objective:** Each student will choose an activity of daily living that is difficult for him or her to perform and will develop a plan detailing how he or she will improve skills in that area

**Materials:** "Daily Living Skills Contract" (Figure F), pencils

**Activity:**

1. Ask students to think about the activities of daily living that are difficult for them to perform and areas in which they would like to work on improving their daily living skills
2. Review the "Daily Living Skills Contract" and give an example of how to complete it.
3. Ask each student to complete a "Daily Living Skills Contract" detailing a plan of how he or she plans to improve his or her skills in a particular activity of daily living
4. Ask students to read their contracts to the other group members
5. Encourage students to give each other feedback about their plans and to share ideas about different ways to accomplish their goals
6. Explain to students that they are expected to stick to their plans for at least 2 weeks
7. Discuss students' reactions to this activity

**Figure F - DAILY LIVING SKILLS CONTRACT**

The activity of daily living that I want to be able to do better is:

By _____, I will be able to:

The ways in which I plan to improve my skills are:

Plan A:

Plan B:

Plan C:

My group suggests that I could:

For 2 weeks, I will follow my plans to improve my daily living skills.

_____ _____

Student's Signature OTR's Signature

## DAILY LIVING SKILLS Activity 1

**Activity:** Visiting a Medical Supply Store

**Objective:** To increase the students' awareness of the adaptive equipment which is available to assist in meal preparation and home management. The purpose of the activity is to encourage the student to begin to explore methods by which he or she can utilize adaptive equipment in the home environment to compensate for physical disability.

**Procedure:**

1. Therapist will accompany the student or a small group of students to a medical supply store such as Abbey Rents or Northwest Medical
2. The student will look around the store, look through available catalogs, and talk with sales personnel about adaptive equipment
3. The student will make a list of adaptive equipment (and cost) which he or she believes would be helpful in meal preparation and home management in light of his or her specific disability.

## LEISURE SKILLS Activity 2

**Activity:** Visiting the Community Recreation Center

**Objective:** To increase the students' awareness of what activities are offered at a local recreation center, how to register for classes, and the cost of classes or activities. The purpose of the activity is to encourage students to begin thinking about how their own leisure interests can be met through community services

**Procedure:**

1. Therapist will accompany the student or a small group of students to the community recreation center
2. The student(s) will interview a recreation worker to find out what activities/classes are offered and what each activity/class entails
3. The student will ask for a brochure or list of classes and the cost and starting date of each
4. The student will select one activity offered which meets his or her identified leisure interests and design a plan to ensure participation in the chosen activity

## PREVOCATIONAL SKILLS Activity 3

**Activity:** Prevocational Questionnaire

**Objective:** To increase the students' awareness of their interests in relation to different people's personalities, types of environment, and task characteristics which relate to the area of work. The purpose of the activity is to encourage students to begin thinking of how they can best match their interests with job requirements.

**Method of Presentation:**

1. Explain the purpose of the lesson to the student
2. Give few examples of interests in each of the three areas

**Prevocational Questionnaire**

| Likes | Dislikes |
|---|---|
| **Five characteristics about people** | |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| **Five characteristics about environment** | |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |
| **Five characteristics about tasks** | |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

## PREVOCATIONAL SKILLS — Activity 4

**Activity:** Visiting Public Library

**Objective:** To increase the students' awareness of different vocational careers

**Procedure:**

1. Therapist will accompany student to the library
2. General information about how to use the index cards by subject and author's names will be given
3. Student will locate a specific book such as the *Occupational Outlook Handbook* which contains information pertaining to different vocational careers
4. Student will select three different careers of his or her interest
5. Student will take a brief note describing each of the three careers, including the description of duties, salary, and work qualifications required for each position
6. Student will do a self-evaluation including his or her strengths and limitations in relation to each of the three careers
7. Student will design, with the assistance of the therapist, a plan for furthering information in the career which appeared to match the students interest the most

## SOCIAL/COMMUNICATION SKILLS — Activity 5

**Activity:** Visiting an Adult Education Center

**Objective:** To increase the students' awareness of the adult education evening classes that are available to foster social communication skills. The purpose of the activity is to encourage the student to begin thinking about how classes such as assertiveness training, stress management, and public speaking can help improve their social communication skills upon graduation

**Procedure:**

1. Therapist will accompany the student or a group of students to the adult education center
2. The student will look through the course catalog and talk with an education counselor about specific courses and how they can help him or her to meet identified needs
3. The student will design a plan to take one course which he or she believes will foster his or her social communication skills

## DAILY LIVING SKILLS Activity 6

**Activity:** Using the Laundromat

**Objective:** To increase the students' awareness of how to use a laundromat. The purpose of the activity is to encourage the student to identify and practice the skills and planning that are required to use a laundry facility and the planning of how often this task must be performed

**Procedure:**

1. Therapist will accompany the student to a laundromat facility
2. Student will have already preplanned having enough quarters to perform his laundry and have brought along the necessary supplies such as laundry detergent
3. The student will sort colors and whites for two separate washes, and perform the steps necessary to do his or her laundry including putting in the correct change and using the appropriate amount of laundry detergent as indicated on the box
4. The student will design a laundry plan including how often the task must be performed, the cost per month of detergent and using the laundromat, and how to get to the laundromat.

## LEISURE SKILLS Activity 7

**Activity:** Visiting a Hobby Shop

**Objective:** To increase the students' awareness of the variety of crafts available at a hobby shop. The purpose of the activity is to encourage the student to begin exploring the variety of hobby activities commercially available and which activities fit his or her chosen leisure interests

**Procedure:**

1. Therapist will accompany the student to a hobby shop
2. Student will spend time looking at craft activities available in the hobby shop or its catalog
3. The student will make a list of four craft activities in which he or she may be interested and the cost of each of these activities
4. The student will choose one activity from the list to purchase and work on at home or in the transition program

# APPENDIX E: TWO PARENT MEETING AGENDAS

**December 2, 1986**

I. Introductions

II. Overview of Independent Living Skills Transition Center

A. Research results and implications for program design
Joanne Jackson, MA, OTR

B. Program implementation -Carolyn Snyder, MHS, OTR

III. Discussion of topics for future meetings

IV. Parent/trainer discussion of individual students

V. Refreshments

**April 30, 1987**

I. Introductions

II. Presentation: Friendship, dating, and sexuality

A. Sex education issues -Susan Sternberg White, Education Specialist, Special Education Resource Network (SERN)

B. Role of parents -Parent of disabled adolescent, SERN

III. Group discussion

IV. Parent/trainer discussion of individual students

V. Refreshments

# APPENDIX F: SAMPLE NEWSLETTERS

The Occupational Therapy

# Independent Living Skills Center

at Savanna High School, Anaheim, CA

Dear Parent,

The role of occupational therapy in education as a related service is to improve the ability to function independently and ability to succeed at work. Results of an initial assessment [illegible] that the students [illegible] ability with [illegible] ability, and decision making in the area of daily living, social interaction, [illegible], and leisure activities. To determine these needs, adolescents are assessed with the skills necessary for school performance in the classroom and the community.

The Independent Living Skills Transition Center started from a U.S. Department of Education grant written by Frances Hyde, PhD, OTR, and Sandy Reynolds, MA, OTR, at the University of Southern California Department of Occupational Therapy. The purpose of this grant was to develop and implement an innovative occupational therapy based program. This year, our transition program is open to the 12th grade with a special focus on the daily living skills and leisure opportunities of special education students. The Independent Living Skills Transition Program provides a safe and meaningful environment that fosters the development of specific vocational skills as well as [illegible] skills, self-esteem, and daily behavior needed to deal the challenges of adult life.

The Independent Living Skills Transition Center operates three days per week. Students participate in groups of six to [illegible] tasks, depending on the needs that are identified through the initial assessment. Through the use of structured activities, occupational therapists guide the students to develop skills in [illegible] daily living, social interaction, [illegible], and leisure. At end of each week, students find and begin and more job progress and [illegible] on the job at their classroom. Special projects [illegible] help to the community are made available. After students master each job progress, [illegible] and additional activities, skill techniques to encourage. Finally, the student begins with a plan of action to obtain volunteer jobs.

# PARENTS MEETING

A PANEL DISCUSSION ON

# FRIENDSHIP, DATING, & SEXUALITY

Date: April 15, 1997 Time: 7:30 - 9:00 P.M.

Place: Independent Living Skills Transition Center, Sonoma High School

## PARENT'S PERSPECTIVE

Parents have the power to impact the educational progress of their adolescents. Administrators theorize that one avenue by which parents can work effectively with the special education teacher is structuring an optimal educational program for their adolescents. Just as important, parent input on transition issues becomes essential as the student progresses through high school. Because we strongly believe in parent participation in this educational process, the ILST Center places high value on the parent group. This group offers parents an opportunity to gather and learn about issues which they consider important to their adolescents. The first meeting, held last December, served to identify the interests of the group and to present an overview of the program. Since then, a parent board has been established to provide further input regarding the specific needs of parents. It was determined that the goals of the parent group should be threefold: (1) to provide education on topics pertaining to transition; (2) to address the social needs of their adolescents; and (3) to network with community agencies. The parent board targeted the following as possible topics of interest to parents: continuing education opportunities, independent living, and socialization. These identified goals and topics will serve as the focus of our upcoming social events, speakers, and newsletters.

The parent group is your group. If you have any suggestions or questions, please call Dianne Johnson, BA, RMS, or Carolyn Beymer, MSW, RMS, at (707) 935-4987, or join us at a parent board meeting.

## TRANSITION AND RELATED EVENTS

Achieving a smooth transition from the high school setting to productive and satisfying community living is of primary concern for both adolescents in special day classes and their parents. Yet, successful transition is a complex issue that requires networking with various community resources and services. At times it may appear impossible to you, as a parent, to know which community program would be best suited to the special needs of your adolescent. To assist you with this challenge, we have highlighted two events which you may find valuable in answering some of your "transition" questions.

NEXT STEP, an innovative training program for parents and professionals, is geared toward the unique needs of special education students. Through participation in this program, parents and professionals will gain knowledge in how to promote the best future for their adolescents. Participation in the IEP planning, identification of community resources, and exploration of career education and vocational options are the major areas of focus.

The next series of training sessions will be held May 30 from 8:30-4:00 and June 6 from 7:00-8:00 P.M. at the GRREB Education Center. Both sessions must be attended. Sessions are presented by a trained team and are of no cost to the audience. For more information call: Special Education Local Plan Area (SELPA) Office at 821-4000.

The annual Abilities Expo 87 will be held April 24, 25, and 26 at the Los Angeles Convention Center from 11 A.M. to 9 P.M. This event is the number one show of products and services for persons with disabilities and for professionals.

## STUDENT CORNER

A variety of leisure activities are available right here in the Anaheim area which may be of interest to you. For example, were you aware that . . .

- Anaheim Park & Recreation, 999-5195. Schedule of activities is available at all Anaheim Public Schools. For information regarding activities for individuals with special needs, call Terri Bunger (714) 821-4515.
- The Boys Club of Buena Park offers wheelchair hockey every Monday night at 7:30. For more information about watching or participating, call 522-7259.
- Special Olympics holds year-round sports events you may want to participate in or bring friends to watch. Upcoming events include:

| Ice Skating | Swimming |
|---|---|
| Ice Capades Chalet | El Toro High School |
| April 29 at 10:00 A.M. | May 2 at 10:00 A.M. |

For more information, call (714) 826-2972

- - - -

The Occupational Therapy

# Independent Living Skills Center

at Savanna High School, Anaheim, CA

Dear Parent,

Greetings from the Independent Living Skills Center here at Savanna High School! Now that the spring semester has ended, we have the opportunity to look back over the past year and reflect on the growth of this exciting, new program. Understanding that you as a parent play the most important role in the lives of our students, we want to keep you informed as to the activities in which they have participated and the progress they have made. We also value your insight and welcome your input for future program planning.

As you might remember, the Independent Living Skills Center opened in the fall of 1985 to serve the students in the special education program here at Savanna. Having received a grant from the Department of Education, the University of Southern California Department of Occupational Therapy was able to renovate a small bungalow adjacent to the faculty parking lot. In a short time, it was transformed from a bare shell into a beautiful cottage. Decorated in a blue, country motif, there is a living area, a fully equipped kitchen, a dining area, and a small office area. The students feel at home in this warm environment and are anxious to stop by whenever possible -- even when they are not scheduled to come in! The center is staffed by a Registered Occupational Therapist and several U.S.C. Occupational Therapy graduate students. We all have a special expertise in utilizing activities to teach independent living skills to adolescents with special needs.

"What does my son/daughter learn in this program?" you may ask. Well, we have chosen to focus on three basic types of independent living skills. These include daily living, prevocational, and social communication skills. While a few of the students were seen individually, most of the sessions were conducted within a group setting. After having received parental permission to participate, each student completed a series of assessments to determine the status of his/her skills. Then, with the help of the information you shared with us in the parent needs assessment, along with teacher input, each student assisted us in planning a program that was specifically tailored to meet his/her needs.

## Daily Living Skills

In the daily living skills groups, the students had the opportunity to learn many skills necessary to lead a fulfilling, independent life at home. They participated in planning balanced meals, grocery shopping, and then preparing and serving the food in a pleasant way. (Cooking and eating turned out to be their favorite activities!) They also received instruction on other household tasks such as kitchen cleanup, laundry, and ironing. Financial matters were covered, too, including budgeting and check writing. Many students made mock checkbooks and practiced paying bills with them. Some of the sessions dealt with the development of proper grooming and hygiene habits, while others concentrated on how to ride the city bus and how to rent an apartment, if appropriate.

Another focus of the daily living skills groups was the development of leisure skills. The students were introduced to a variety of crafts and other activities which they could continue in their free time. These included woodworking, leather work, embroidery, needlepoint, stained glass art, etc. Completing a finished product helped the students to experience a feeling of success and seemed to increase their self-esteem. Several students enjoyed making things to decorate the center. A beautiful, wooden window box, for example, was constructed for the front of our bungalow. (We will now be able to practice our gardening talents in the sunshine to come!)

Student Quotes:

"I liked the way we cooked in groups. I had lots of fun ..."
Mike Kavkright

"I like to cook, to go out to the laundromat, and to do my checkbook."
Isabel Iberra

"I think this (program) is very good to learn to live by yourself and to clean and cook."
Michael Shon

"The Independent Living Skills class is great for high school kids with special needs because it helps them relate with others and do things they couldn't do before. I like it because it's fun and I like the teachers."
Richard Martin

## Prevocational Skills

The prevocational skills groups were designed to enable the students to more easily and successfully acquire and keep a job. They worked on reading and responding to newspaper advertisements and were referred to vocational agencies when appropriate. They also practiced such skills as filling out an application, writing a resume, and participating in an interview. The students especially enjoyed watching their own interviewing techniques on the video recorder. This gave them an opportunity to critique their own performance and to see themselves from someone else's perspective.

In order to keep a job, one must be able to work in cooperation with others. The students had many opportunities to practice this skill in their prevocational sessions through participation in group activities. These included such things as games, crafts, cooking, etc. Each student was given the chance to act as group leader for one of the activities. In this way, he/she could help plan and take responsibility for the session, giving directions as well as following them. Many groups worked together this year to put on a bake sale for the rest of the school. The students cooperated well with each other and really seemed to have alot of fun. They also earned enough money to enable the program to sponsor a fieldtrip for the coming semester. (Since the seniors will not be here to take advantage of this, they have already been treated to a day at Marineland. We had a great time!)

## Social Communication Skills

In the social communication skills groups, the students learned how to more effectively interact with their family, friends, teachers, and employers. They worked on dealing with frustration in a constructive way and learned the importance of being assertive without being aggressive. The sessions consisted of group discussions as well as a variety of activities that were of interest to the group. These were designed to give the students an opportunity to explore and improve their communication techniques.

## Daily Living Skills

In the daily living skills groups, the students had the opportunity to learn many skills necessary to lead a fulfilling, independent life at home. They participated in planning balanced meals, grocery shopping, and then preparing and serving the food in a pleasant way. (Cooking and eating turned out to be their favorite activities!) They also received instruction on other household tasks such as kitchen cleanup, laundry, and ironing. Financial matters were covered, too, including budgeting and check writing. Many students made mock checkbooks and practiced paying bills with them. Some of the sessions dealt with the development of proper grooming and hygiene habits, while others concentrated on how to ride the city bus and how to rent an apartment, if appropriate.

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Michael Shon

"The Independent Living Skills class is great for (high school kids with special needs) because it helps them relate with others and do things they couldn't do before. I like it because it's fun and I like the teachers."
Richard Martin

***Parent Corner***

Open House!!!

We are planning to host an open house for all of our students' parents/guardians sometime during the month of August. (We'll be notifying you soon as to the date and time.) This will be a time for you to come in and see the center and meet the staff. We'll also be asking for your input about possible seminars we might provide to you throughout the coming school year. These would focus on the issues your son/daughter must confront in order to make a smooth transition from high school to independent living.

"Thank you" to the Special Education Teachers!!!

We would also like to bring to your attention the high quality of the special education teachers here at Savanna. We have really enjoyed interacting with them this past year and feel truly privileged to work with such an exceptional group of people. If it were not for them, providing the training to the students in the important prerequisites to independent living, we would not be able to accomplish the goals we have set forth for our program.

Note: If you have any questions or comments about the Independent Living Skills Center, please feel free to contact us at (714) 220-4001,4002.

Independent Living Skills Center
Savanna High School
301 North Gilbert
Anaheim, California 92801

# APPENDIX G: GRANT STRUCTURED ASSESSMENT

STUDENT SATISFACTION QUESTIONNAIRE

Please help us to evaluate the Occupational Therapy Program by answering some questions. Thank you very much.

CIRCLE YOUR ANSWER:

1. How good do you think your occupational therapy class was?

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| Excellent | Good | Fair | Poor |

2. Did you learn things to help you live independently after graduation?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| No, definitely not | No, not really | Yes, generally | Yes, definitely |

3. If a friend were in need of similar help, would you recommend our program to him or her?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| No, definitely not | No, I don't think so | Yes, I think so | Yes, definitely |

4. Would you tell your friends to take this class?

5. Has the Occupational Therapy Program helped you deal with any problems you might have?

Student Satisfaction Questionnaire, cont.

6. How do you think the Occupational Therapy Program has helped you?

7. How satisfied were you with the Occupational Therapy Program?

8. Do you think students should take this class in their

   freshman year _____

   freshman, sophomore years _____

   freshman, sophomore, junior years _____

   freshman, sophomore, junior, senior years _____

   other _____

10. What did you like best about this class?

11. What did you like least about this class?

Dear Parent,

It was a pleasure serving your child this past year at Savanna High School in the Independent Living Skills Transition Center. One important component of our service is program evaluation.

We need your help in evaluating the Independent Living Skills Transition Program by answering the questions on the enclosed questionnaire about our services. We are interested in your honest opinions, whether they are positive or negative. Please answer all the questions. We also welcome your comments and suggestions.

Thank you very much. We appreciate your help.

Sincerely,

Jeanne Jackson, MA, OTR
Director of Administration

Carolyn Snyder, MHS, OTR
Director of Clinical Practice

JJ/ki

**PARENT SATISFACTION QUESTIONNAIRE**

**CIRCLE YOUR ANSWER:**

1. How would you rate the quality of the services you received from the Independent Living Skills Transition Center?

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| Excellent | Good | Fair | Poor |

2. Did you get the kind of service you wanted?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| No, definitely not | No, not really | Yes, generally | Yes, definitely |

3. To what extent has our program met your needs and those of your child?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Almost all of my needs have been met | Most of my needs have been met | Only a few of my needs have been met | None of my needs have been met |

4. If a friend's child were in need of similar help, would you recommend our program to him or her?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| No, definitely not | No, I don't think so | Yes, I think so | Yes, definitely |

5. How satisfied are you with the amount of help you received?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Quite satisfied | Indifferent or mildly dissatisfied | Mostly satisfied | Very satisfied |

6. Have the services you received helped your child to deal more effectively with his or her problems?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Yes, they helped a great deal | Yes, they helped somewhat | No, they really didn't help | No, they seemed to make things worse |

Parent Satisfaction Questionnaire, cont.

7. How satisfied were you with the program?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Very satisfied | Mostly satisfied | Indifferent or mildly dissatisfied | Quite dissatisfied |

8. Would you want your child to be enrolled in the Independent Living Skills Transition Center class in his or her remaining high school years?

9. What did you like best about the Independent Living Skills Transition program?

10. What did you like least about the Independent Living Skills Transition program?

Write comments below:

[illegible]

Please help us to evaluate the Independent Living Skills Transition Center by answering some questions about our services. We are interested in your honest opinions, whether they are positive or negative. Please answer all of the questions. We also welcome your comments and suggestions. Thank you very much! We appreciate your help.

CIRCLE YOUR ANSWER:

1. How would you rate the quality of the Independent Living Skills Transition program?

| 5 | 3 | 2 | 1 |
|---|---|---|---|
| Excellent | Good | Fair | Poor |

2. Did your student receive the kind of services you thought they needed?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| No, definitely not | No, not really | Yes, generally | Yes, definitely |

3. To what extent has our program met the needs of your student?

| 4 | 3 | 2 | 1 |
|---|---|---|---|
| Almost all needs have been met | Most needs have been met | Only a few needs have been met | No needs have been met |

4. Can you identify ways in which the program could better meet the needs of your student? If so, please list:

5. Which areas do you think the Future Independent Living Skills Transition program should emphasize?

_____ Careers

_____ Social/communication

_____ Daily Living Skills

_____ Recreation/ Skills

_____ Other (Please list) _____

_____

Transition Identification Questionnaire, cont.

5. How has Independent Living Skills Transition program help students to achieve IEP goals?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| No, definitely not | No, I don't think so | Yes, I think so | Yes, definitely |

6. Do you think your students were satisfied with the program?

| 1 | 2 | 3 | 4 |
|---|---|---|---|
| Quite dissatisfied | Indifferent or mildly dissatisfied | Mostly satisfied | Very satisfied |

7. What percentage of students in your class could benefit from taking the Independent Living Skills Transition program? _____

Please write Comments below.